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ABSTRACT

The purpose of the National Education Practice File (NEPF) was to find out from educational practitioners what types of materials would be of value to them; to locate the types of information identified; and to make this information available to them through the development of a computerized file of practitioner-oriented materials. The 2-year, 4-phase project, which took place from October 1, 1982 to September 30, 1984, was conducted by the San Mateo Educational Resources Center (SMERC) with two subcontractors--the Social Science Education Consortium, contractor for the ERIC Clearinghouse on Social Studies/Social Science Education; and the ERIC Processing and Reference Facility. Phase I was concerned with the development of clear and concise specifications of the types of materials needed by practitioners to support improvement efforts at the classroom and building level. The principal activity of Phase II was the creation of a separate computerized test file of all materials already in ERIC that met these specifications. These items were tagged "Practitioners," using a new Target Audience data element developed for NEPF. The development of new sources of practitioner-oriented materials and the addition of such documents to ERIC were the primary activities in Phase III. Evaluation of the file was conducted at nine official test sites in Phase IV. Recommendations based on experiences with and evaluation of the project were made in three major categories: the educational practitioner as audience for ERIC; building a database for practitioners; and outreach. The project resulted in the identification and tagging of 46,344 ERIC documents (RIE) and articles (CIJE) with the new "practitioners" Target Audience tag. Twenty-three appendixes to the final report are presented: (1) Report of Working Group Meeting; (2) Search Strategy; (3) ERIC Processing Manual (Guidelines for Applying Target Audience); (4) Revision in Timelines; (5) Acquisitions and Selection Plan, plus Addendum; (6) Document Acquisition and Selection Chart; (7) Agenda--Field Test Site Training; (8) Recordkeeping Forms, Explanatory Materials; (9) Full Text Documents (Guidelines for Processing); (10) Sensing Network Survey and Highlights of Results; (11) New Acquisitions Sources; (12) Journal Articles Compiled (Guidelines for Compiling); (13) Journal Articles Compiled (Guidelines for Processing); (14) Flyers, Letters, Explanatory Materials Used by Clearinghouses; (15) 25 Step Processing Plan; (16) Copyright Laws: Implications for ERIC; (17) Acquisitions Sources--List; (18) Sample Search Packet; (19) Client Telephone Interview Form; (20) Boulder Valley Information Packet; (21) Interview Form--ERIC Clearinghouse Directors; (22) Interview Form--Practice File Searchers; and (23) Statistics on NEPF Documents (Target Audience, Level of Availability, Number of Microfiche, Length, Type). (BBM)

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NATIONAL EDUCATION PRACTICE FILE

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Between the National Institute of Education

and

San Mateo County Office of Education

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September, 1984

FR 050 978

NATIONAL EDUCATION PRACTICE FILE

Executive Summary

INTRODUCTION

The purpose of the National Education Practice File (NEPF) was: (1) to find out from the educational practitioner what types of information would be of value to the educational practitioner; (2) to locate the types of information identified; and (3) to make this information easily accessible to the educational practitioner through the development of a computerized file of practitioner-oriented materials. The NEPF was a two-year, four-phase project which took place from October 1, 1982 to September 30, 1984. The prime contractor was the San Mateo Educational Resources Center (SMERC), a program within the San Mateo County Office of Education, Redwood City, CA. There were two subcontractors: (1) the Social Science Education Consortium, contractor for the ERIC Clearinghouse on Social Studies/Social Science Education, which evaluated the NEPF; and (2) the ERIC Processing and Reference Facility which provided technical support.

PHASE I of the NEPF

Phase I of the NEPF was to produce clear and concise specifications of the types of materials which teachers and building level school administrators need to support improvement efforts at the classroom and building level. To find out from the practitioner what types of information are of value, a three-day Working Group meeting was held in Washington, D.C. on March 1-3, 1983. A diverse group of educators was selected to participate in the Working Group, including 7 teachers, 3 school librarians, 4 school principals, 4 representatives from federal education agencies and 5 representatives from national organizations which serve building level school personnel.

The Working Group analyzed 35 different document types (pre-identified by project staff) and recommended that the NEPF focus on the following top priority document types: (1) promising practices; (2) learning activities; (3) units of study; (4) resource and background materials; (5) compilations of ideas from journal articles; (6) brief research summaries/syntheses; (7) curriculum guides; (8) lesson plans; (9) fact sheets or ready reference materials; (10) games/puzzles; (11) annotated bibliographies; and (12) worksheets. The Working Group also developed criteria for selecting documents for the NEPF.

PHASE II of the NEPF

Phase II of the NEPF was to create a separate computerized file of all the materials contained in ERIC which met the specifications developed by teachers and administrators in Phase I. Project staff developed a computer strategy designed to pull from ERIC those documents meeting

the specifications developed by the Working Group. Throughout the course of the project, a total of 46,344 ERIC documents (both RIE and CIJE, primarily from July 1985 to present) were reviewed and selected by information specialists for inclusion in the test file. This subset of the ERIC system (representing practitioner-oriented materials) was tagged PRACTITIONERS, using a Target Audience file partitioning data element developed jointly by project staff and the ERIC Facility.

PHASE III of the NEPF

Phase III of the NEPF was to develop new sources of practitioner-oriented documents and to add these new types of documents to ERIC. The total number of documents acquired during the life of the NEPF was 2,548. The total number of documents selected for inclusion and processed into the NEPF was 1,234. All documents in the NEPF were reviewed by at least two professionals: the NEPF Project Director (or designee) and one ERIC Clearinghouse Director (or designee). The five categories containing the largest number of documents were (1) resource and background materials (283 documents); (2) promising practices (246 documents); (3) learning activities (194 documents); (4) units of study (120 documents); and (5) fact sheets or ready reference materials (113 documents).

The breakdown of the length of documents is: 1 page (6.8%); 2-3 pages (21.1%); 4-11 pages (23.9%); 11-100 pages (39.4%); 100+ pages (8.6%). There are 84 full text documents in the NEPF, each a maximum of 500 words in length. Most of the 6.8% one-page documents are these full text documents. Due to the initial problems in obtaining multiple reproduction releases, there are only 12 compilations of journal articles in the NEPF. However, obtaining reproduction releases was becoming increasingly easy toward the end of the project.

PHASE IV of the NEPF

Phase IV of the NEPF was to test the file and collect data related to its strengths and weaknesses in meeting the information needs of teachers and school administrators. Nine test sites were nominated by ERIC clearinghouses and Working Group members. In-depth telephone interviews were conducted with personnel at each site, and the following official test sites were selected: INFORMS (Iowa State Department of Education); the Wayne County (Michigan) Intermediate School District; and the NYCTCC (New York City Teacher Centers Consortium). Online connect time, telecommunications time, DIALOG prints, a 2-day training session at SMERC, materials and recordkeeping forms, and on-site visits by project staff were provided to the test sites at no charge. The SMERC Information Center and the ERIC Clearinghouse on Social Studies/Social Science Education operated as unofficial test sites.

Evaluation was conducted using on-site observation; semi-structured, open-ended interviewing; and structured data collection through client

search request forms and search evaluation cards. The total number of searches conducted was 563. Over half (51%) of the requesters were either K-12 teachers or school administrators. The remainder were librarians, counselors, students, coordinators, consultants, professors, or persons from intermediate agencies. Overall, the top three general request areas were social studies, handicapped and gifted, and science/math/environmental education. Urban education, rural and small schools, and junior colleges were the least requested scope areas. The search request form listed 20 types of materials that searchers could indicate were needed by their clients. The top ten types of materials requested (in rank order) were: (1) research summaries; (2) research syntheses; (3) curriculum guides; (4) resource materials; (5) learning activities; (6) annotated bibliographies; (7) promising practices; (8) units of study; (9) lesson plans; and (10) handbooks.

Due to technical problems of varying magnitudes at both the ERIC Processing and Reference Facility and at DIALOG Information Services, the whole of the test file was not searchable during the whole of the test phase.

The evaluation report is included in the final report.

RECOMMENDATIONS

The following recommendations are an outgrowth of experiences with, and evaluation of, the NEPF project. Some are minor; some would require significant changes in ERIC policy. They fall into three major categories: (1) The Educational Practitioner as Audience of ERIC; (2) Building a Database for Practitioners; and (3) Outreach. These are expanded upon in the Final Report.

The Educational Practitioner as Audience of ERIC

1. It is recommended that ERIC clearly define its intended audience(s), with all documents entered into the system justified in light of this defined audience. ERIC has a broad Mission and Objectives statement which allows it to include materials designed for the industry-based, prison-based, military-based, and government-based educator--as well as for the school-based or classroom-based educator, the researcher, the policymaker, the student, parents, and community members. The Practice File project, on the other hand, defined its audience narrowly--to include primarily the school-based or classroom-based educator. Clearly defining an audience allows for clearly defining selection criteria. Since ERIC does not have unlimited funds and since ERIC cannot be all things to all people, it is recommended that ERIC clearly define its audience(s).
2. It is recommended that ERIC locate new sources and re-activate old sources of documents targeted for the practitioner.

3. It is recommended that ERIC investigate mounting the NEPF on DIALOG's Knowledge Index and BRS After Dark once the File is large enough to provide a full range of practitioner information. ERIC, of course, is already mounted on DIALOG and BRS, but ERIC might want to consider making the National Education Practice File available separately in order to appeal to the layman.

4. It is recommended that ERIC clearinghouses consider using the NEPF as a filtering device to monitor the type of input in their scope areas.

5. It is recommended that consideration be given to funding an additional evaluation of the NEPF in six or eight months, because by then all Practice File documents will have been available for a long enough period of time for users to have become familiar with them.

Building a Database for Practitioners

6. It is recommended that consideration be given to including full text documents and compilations of journal articles. Due to the very small number of full text documents (84) and compilations of journal articles (12) in the NEPF, the number of people receiving them was very small. Those who did, however, were favorably impressed. All test site search staff favor continuing journal compilations and full text input.

7. It is recommended that short documents (of high quality) continue to be included.

8. It is recommended that a new data element be added to ERIC: Grade Level. This data element could correspond to the already existing "Mandatory Educational Level Descriptors" in the Thesaurus of ERIC Descriptors, and could be used as a file partitioning device for the computer searcher.

9. If the full text of some documents continue to be included, it is recommended that a tag be applied to these documents to allow a searcher to exclude or include these documents in a search.

Outreach

10. It is recommended that the ERIC system consider the development of a sensing network. This network might consist of major information service providers, university-based users, and end users. A subset of the sensing network could become a National Advisory Board to Central ERIC and to NIE.

11. It is recommended that an ERIC hotline be established.

12. It is recommended that a review be undertaken to determine who does and who does not receive information about the operation of the ERIC system.

13. It is recommended that a review be undertaken of all products (videotapes, filmstrips, print materials) which describe and explain the ERIC system.

CONCLUSION

In addition to the original purposes of the National Education Practice File, the project had a positive and concrete impact on the ERIC system as a whole: (1) A new data element, "Target Audience," was developed and all documents with a clearly defined audience are now being labelled with the appropriate Target Audience prior to being processed into the ERIC system, which will simplify and enhance searching ERIC. (2) A total of 46,344 ERIC documents (both RIE and CIJE) have been tagged with the Practitioner Target Audience tag, thus forming a solid core of easily identifiable practitioner-oriented ERIC documents. It is hoped that the worthwhile directions and efforts begun by the NEPF project continue throughout the ERIC network. It is clear that ERIC is a powerful and useful system for disseminating needed information to the educational community, yet it needs continuing client support. It is the belief of NEPF staff that by keeping in mind the needs of the user of the system, ERIC could be even more powerful and useful in the national push for excellence in education.

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NATIONAL EDUCATION PRACTICE FILE
FINAL REPORT

1.0 INTRODUCTION.

This is the final report on the National Education Practice File, Cooperative Agreement No. 00-CA 82-0001 between the National Institute of Education (NIE) and the San Mateo Educational Resources Center (SMERC) of the San Mateo County Office of Education, in Redwood City, California.

The report is divided into seven major sections: (1) Introduction; (2) Project Summary; (3) Building the File: Technical Aspects; (4) Project Operation; (5) Integrating the National Education Practice File into ERIC; (6) Project Evaluation; and (7) Recommendations. The report (with the exception of Section 6 on Evaluation) was written primarily by Katherine Clay, Project Director and Mary Moray, Project Coordinator. Section 6 on Evaluation was written by James E. Davis, Associate Director of the ERIC Clearinghouse for Social Studies/Social Science Education (SSEC/ERIC/ChESS) and Director of Subcontract Operations; and Robert W. Abelson, Project Evaluator. Throughout the report, the letters and phrases "National Education Practice File," "Practice File," "NEPF," and "PF" are used interchangeably and synonymously.

1.1 The Purpose of the National Education Practice File.

The Request for Proposals (RFP: NIE-R-82-0005) for the National Education Practice File stated that the NEPF "is intended to improve the availability and use of information about educational practice by teachers and building level school administrators through the development of an information file specifically targeted to their needs."

The two-year, four-phase project had the following major objectives: (1) to produce clear and concise specifications of the types of materials which teachers and building level school administrators determine as needed to support improvement efforts at the classroom and building level; (2) to create a separate computerized file of all the materials contained in ERIC which meet the specifications developed by teachers and administrators; (3) to increase the utility of the content and format of the National Education Practice File in meeting the needs of teachers and school administrators through the development of new acquisition and processing procedures; and (4) to test the content and format of the National Education Practice File, collect data related to its strengths and weaknesses in meeting the information needs of teachers and building level school administrators, and make changes needed to maximize its utility.

The proposal written in response to the RFP presented a detailed plan for meeting (and exceeding in many cases) the above requirements of the RFP. This plan included a subcontract with the Social Science Education Consortium, contractor for the ERIC Clearinghouse on Social Studies/Social Science Education (SSEC/ERIC/ChESS), to collaborate with the San Mateo Educational Resources Center (SMERC) on the following:

-Developing and implementing acquisitions arrangements
-Operating as a Test Site for document processing
-Operating as a Test Site for searching the Practice File
-Evaluating the National Education Practice File

The proposal also included a subcontract with the ERIC Processing and Reference Facility for the following:

-Implementing a search strategy for pulling from ERIC all documents which meet the specifications developed by the Working Group
-Creating a computerized file of practitioner-oriented ERIC documents
-Outlining changes to be made in ERIC software
-Making technical changes in ERIC software
-Processing all Practice File documents
-Providing for the acquisition and processing of new document types

Following is a list of personnel who worked on the project:

San Mateo Educational Resources Center (SMERC)

Katherine Clay, Project Director
Mary Moray, Project Coordinator
June Hennig, Processing Coordinator
Doug Chafe, Indexer-Abstractor
Elissa Marquez, Indexer-Abstractor
Judy Warrick, Indexer-Abstractor
Janet Boyd, Secretary
Kay Metteauer, Secretary

ERIC Clearinghouse for Social Studies/Social Science Education (SSEC/ERIC/ChESS)

James E. Davis, Associate Director, SSEC/ERIC/ChESS and Director of Subcontract Operations
Robert W. Abelson, Project Evaluator
Kay Cook, Indexer-Abstractor
Leslie Hendrickson, Indexer-Abstractor
Lynn Parisi, Indexer-Abstractor

Cindy Cook, Administrative Secretary

ERIC Processing and Reference Facility

W. Ted Brandhorst

Central ERIC, National Institute of Education

Charles Hoover, Head, ERIC
Pat Coulter, Project Monitor

1.2 The Nature of a Cooperative Agreement.

The National Education Practice File was developed under a Cooperative Agreement. According to NIE, a "cooperative agreement differs from a contract because it provides greater flexibility in the relationship between the funding agency and the recipient; it differs from a grant because it provides a greater degree of mutual participation by the two parties."

It is the opinion of the National Education Practice File staff that had the National Education Practice File been developed under a contract or grant agreement, rather than under a cooperative agreement, it would have been quite another project. This is not to imply that it would have been better (or worse); it simply would have been different. Throughout this report, sections have been boxed off. These boxes are to draw attention to areas where substantial changes in direction or processes were made with regard to the original RFP and the original proposal. Often these changes were required by Central ERIC, though some were requested by the NEPF Director and staff. In many instances, these changes strengthened the final product: The National Education Practice File.

2.0 PROJECT SUMMARY.

2.1 Phase I. Develop Specifications.

Phase I of the National Education Practice File was to "produce clear and concise specifications of the types of materials which teachers and building level school administrators determine as needed to support improvement efforts at the classroom and building level." It required the completion of 10 tasks, and 8 products corresponding to those tasks:

Task	Product
1.1 Work in concert with NIE to make appropriate contacts with professional organizations and to identify Information Specialists qualified to perform tasks 1.2 - 1.5.	Contacts with professional organizations and names of Information Specialists.

Ten professional organizations were contacted:

American Association of School Administrators
American Federation of Teachers
Association for Supervision and Curriculum Development
Council for American Private Education
National Association for Elementary School Principals
National Association of Secondary School Principals
National Education Association
California Teachers Association
Association of California School Administrators
Educational Research Service

These organizations were provided with descriptions of the NEPF (both by telephone and by mail) and were invited to nominate leaders in their organization, plus practitioners which their organization represented, and to participate in the Working Group meeting in Washington, D.C. on March 1-3, 1983. These nominees were screened by project staff and NIE staff to ensure sex, minority, ethnic and geographic diversity. Final selections were made jointly by NIE and project staff.

In addition, nominations for Information Specialists were made by project staff and ERIC clearinghouses. Selections were made by project staff and approved by NIE. Also, NIE staff selected representatives of Federal education agencies to meet with the Working Group.

The practitioners, the representatives of professional education organizations, representatives from Federal education agencies, the Information Specialists, and project staff became the "Working Group."

FULL WORKING GROUP

* 3 Librarians
* 7 Teachers
* 3 Administrators
* 3 Information Specialists
  7 Representatives of professional organizations
  4 Representatives of Federal education agencies
  2 project staff

* Indicates Core Working Group

The names and addresses of these individuals are contained in Product 1.9, Report of Working Group Meeting. (Appendix A)

Tasks 1.2 through 1.5 and Products 1.2 through 1.5 were described in the RFP as follows:

Task		Product
1.2	Conduct a meeting of Information Specialists to develop a typology of materials which contain information responsive to the needs of teachers and building level school administrators. Submit typology to NIE.	Comprehensive typology of material types.
1.3	NIE-approved Information Specialists will pull from ERIC representative samples of documents which illustrate the categories represented in the typology, and organize the documents for examination by the Working Group.	ERIC materials organized for the Working Group.
1.4	NIE-approved Information Specialists will collect from SEAs, teacher centers and other appropriate organizations examples of non-ERIC materials that fit the typology and document the availability of the materials for inclusion in the Practice File.	Non-ERIC materials organized for the Working Group, and the availability of non-ERIC materials.
1.5	NIE-approved Information Specialists will create a defined, categorized, representative sample of non-ERIC materials for review by the Working Group.	Non-ERIC materials organized for the Working Group.

All tasks and products were completed, discussed, revised, refined and approved by NIE prior to the Working Group meeting.

Tasks 1.6 through 1.10 and Products 1.6 through 1.10 were described in the RFP as follows:

Task	Product
1.6 Establish Working Group	List of names of individuals for the Working Group
1.7 Submit to NIE project officer for approval an agenda and cost analysis for four day meeting of the Working Group.	Agenda for Working Group.
1.8 Conduct a four day meeting of Working Group for purposes specified in Task 1.7.	
1.9 Prepare and submit to the NIE project officer a report describing and summarizing Working Group Meeting.	Report.
1.10 Reproduce approved report and send to leadership of professional organizations, NIE and Working Group members.	Report.

The above activities and the above products are not described in the body of this Final Report in detail because they have been described and/or collected in one lengthy document, called the Report of Working Group Meeting, National Educational Practice File, April, 1983. (Appendix A)

Copies of the report were sent to all members of the Working Group, and to all ERIC clearinghouses, as well as to NIE and to the ERIC Facility.

The Working Group meeting and the report detailing the results of the meeting completed Phase I of the NEPF project.

2.2 Phase II. Create File of Practitioner-oriented ERIC Materials.

The objective of Phase II was to "create a separate computerized file of all the materials contained in ERIC which meet the specifications developed by teachers and administrators in Phase I." It required the completion of four tasks, and three products corresponding to those tasks:

Task	Product

2.1	NIE-approved Information Specialists and staff from the ERIC Facility will design a search strategy for pulling from ERIC all documents which meet the specifications developed by the Working Group. The description of the strategy will be submitted to NIE.	Description of Strategy.

In order to identify practitioner-oriented materials in ERIC which corresponded to the specific types identified by the Working Group and confirmed by the project staff, three comprehensive search strategies were developed. Descriptors and specific full text terms were selected for use in the strategies. These were refined cooperatively at the April meeting by project staff and Ted Brandhorst of the ERIC Facility. As project staff tested each segment of the refined strategy, titles (and some abstracts) were viewed online. At least 25 titles from each of the segments were examined to ensure that appropriate documents would be retrieved.

2.2	The ERIC Facility will implement the search strategy for pulling from ERIC all documents which meet the specifications developed by the Working Group. A printout of approximately 10,000 documents will be created.	Printout.

The ERIC Facility implemented the search strategy which yielded not 10,000 but nearly 20,000 citations. (Appendix B)

2.3	NIE-approved Information Specialists will review and accept or reject all documents identified in the ERIC Facility printout of approximately 10,000 documents on the basis of specifications developed by the Working Group.	

The 20,000 citations were printed by the Facility, one per page. These citations were reviewed by the Information Specialists based on criteria developed by those involved in the review process. Of these 20,000 citations, 14,470 were selected by the Information Specialists for inclusion in the test file. A computer tape of selected resumes was developed. This subset of the ERIC system (representing practitioner-oriented materials) was tagged PRACTITIONERS, thus allowing computer searchers to partition off from ERIC in general those documents targeted for the educational practitioner. This initial group of resumes is referred to as the "core" of the Practice File, or the Core File.

2.4 The ERIC Facility will create a computerized file of documents reviewed by Information Specialists and recommended as consistent with the specifications developed by the Working Group.

Computerized file of Practice Information.

The original intent of the Practice File project was to develop a file of practitioner-oriented materials which was compatible with, but separate from, ERIC. However, in April, 1983, five people met at SMERC to discuss details of the Practice File. These people were Chuck Hoover, Head, ERIC; Ted Brandhorst, Director of the ERIC Facility; Jim Davis, subcontractor to the NEPF and Associate Director of SSEC ERIC/ChESS; Katherine Clay, Project Director, NEPF; Mary Moray, Project Coordinator, NEPF. It was at this meeting that a decision with far-reaching ramifications was made by Chuck Hoover. He decided that the Practice File would not be a separate test file, but would be a sub-file of ERIC, mounted along with ERIC, searchable simultaneously with ERIC, processed along with ERIC, and made available through the ERIC Document Reproduction Service (EDRS), along with other ERIC documents. Following are some of the ramifications of this decision:

Ted Brandhorst was unwilling to allow the Practice File documents to carry a unique "clearinghouse" code for fear that it would confuse users to see an unknown code suddenly appear in ERIC. This problem was solved by the decision to have each clearinghouse assign to the Practice File a bank of Clearinghouse Accession numbers to be assigned to documents in each scope area. The Identifier "PF Project" was appended to each document to differentiate it from documents entered into ERIC proper and to allow for separating PF documents from ERIC documents.

A few clearinghouses were reluctant to allow their Clearinghouse Accession Numbers to be used on Practice File documents which were going into ERIC unless they first approved the documents. This problem was solved by requiring the Practice File staff to send to each clearinghouse all Practice File documents carrying that Clearinghouse Accession Number. This in itself had ramifications which are discussed in Section 3.6 below.

Another result of this April, 1983 meeting was to develop and implement a new data element: Target Audience. The design for this new data element, to be used by the entire ERIC system, was developed jointly by Practice File staff and the ERIC Facility, and was approved by CERIC. The Target Audience tag is discussed more fully in the next section, Phase III. A copy of the ERIC Processing Manual guidelines for applying the Target Audience tag appears as Appendix C.

Also during Phase II, it became evident that the schedule as delineated in the RFP had to be revised in order to have a functional

Practice File during the field test.

The RFP called for implementing the acquisitions plan in October, 1983 and beginning to add documents to the test file two weeks later. Since it takes many months to develop acquisitions arrangements, acquisitions had to begin at least 3 to 6 months prior to adding new documents to the test file.

The RFP called for outlining changes needed in ERIC software simultaneously with adding new documents to the test file. Obviously the changes needed to be outlined and made months before documents could be processed.

The RFP called for making changes in software only one week prior to making the field test version of the PF available to test sites.

The RFP called for securing agreements with information service providers to act as test sites on the same date as training and awareness materials were being prepared, and on the same date as the test version of the test file was to be available. Because Practice File staff wanted to personalize training and awareness materials to the test sites, it was important to identify these sites prior to designing the materials.

The RFP called for training for the test sites to take place in mid-December, 1983; and collecting formative evaluation data during the same month. This was impossible because a minimum of two to three months was required between the beginning of searching and the collection of evaluation data.

The above inconsistencies necessitated a revision in the timelines of the original plan. (Appendix D) This revision in timelines was requested by Practice File staff and approved by CERIC. This revision in timelines was key to the success of the NEPF.

2.3 Phase III. Develop Acquisition and Processing Arrangements.

Phase III of the project was to "increase the utility of the content and format of the National Education Practice File in meeting the information needs of teachers and school administrators through the development of new acquisition and processing procedures." It required the completion of six tasks, and two products corresponding to those tasks:

Task	Product
3.1 The recipient will review the Working Group recommendations for acquisitions arrangements needed to acquire documents not available from ERIC and	Acquisitions Plan.

collaborate with one or more existing ERIC clearinghouses to develop an acquisitions plan.

An Acquisition and Selection Plan was prepared in draft form, approved by CERIC after minor revisions, and sent to clearinghouses for reaction and suggested revisions. Nine clearinghouses responded--one in writing and eight by telephone. Since most of the clearinghouse responses were requests for clarification or suggestions, an addendum to the Acquisition and Selection Plan which reflected these clarifications and suggestions was developed and distributed to the clearinghouses. (See Appendix E for the Plan; the Appendix, which contains sample Practice File documents; and the Addendum.)

3.2 The recipient will collaborate with the ERIC Facility to develop a processing plan outlining changes to be made in ERIC software to accommodate new document types.

Processing Plan.

Only two changes were needed to accommodate Practice File documents in ERIC: Target Audience tag, and provision of space for 500-word (or less) full text documents.

A Target Audience tag for ERIC documents had long been under discussion in the clearinghouse system. A target audience tagging scheme was developed jointly by the ERIC Facility and the Practice File staff. This scheme underwent several field tests and several revisions. A self-test for proper application of the Target Audience tag was prepared jointly by Practice File staff and the ERIC Facility. The final scheme was written by Ted Brandhorst, approved by Central ERIC, and became a part of the ERIC Processing Manual in July, 1983. (Appendix C) The Practice File staff began tagging all new documents with the Target Audience tag in July, 1983. The clearinghouses began applying the Target Audience tag to all RIE documents in October, 1983. All clearinghouse documents entered into RIE between July and October, 1983, were tagged with the Target Audience tag by the ERIC Facility.

On October 17, 1983, DIALOG Information Services completed reloading DIALOG using the ERIC Facility's add/delete tapes. DIALOG staff were very supportive and responsive throughout the Practice File project. SDC and BRS did not respond to requests to reload ERIC to allow for searching with the Target Audience tag, though BRS subsequently added the Target Audience tag to their Identifier field.

3.3 The ERIC Facility will make technical changes in ERIC software consistent with the approved processing plan.

Technical changes in ERIC software were not necessary. The DIALOG software had the capability of handling the new Target Audience tag and the new 500-word full text documents. The ERIC Facility did, however, prepare an "add" tape and a "delete" tape which were processed free of charge by DIALOG Information Services.

3.4 The ERIC Facility will make the field test version of the file available to the three field test sites.

Since the decision was made in April, 1983 to make the Practice File a subset of ERIC from the outset, the field test version of the Practice File was available from the date of implementation of the Target Audience tag—October 17, 1983. The documents searchable as of that date were the 14,470 ERIC documents which were culled from the 20,000 ERIC documents located during the initial search of ERIC which attempted to locate practitioner-oriented materials. The 14,470 documents tagged with PRACTITIONERS (Select TA=PRACTITIONERS on DIALOG) form the "core" of the Practice File.

3.5 The recipient will assist one or more existing ERIC clearinghouses in implementation of the acquisitions plan and provide monthly reports to NIE.

All ERIC clearinghouses, the Practice File staff, and the ERIC Facility were involved in the implementation of the Acquisitions and Selection Plan. In addition, the three field test sites were actively and enthusiastically involved in acquiring documents for the Practice File.

Monthly reports were provided to CERIC as specified in the RFP.

3.6 The ERIC Facility will process all documents acquired through Task 3.5 and add them to the field test file.

Document processing began at SMERC and at the ERIC Clearinghouse on Social Studies/Social Science Education in July, 1983. Considerable changes were required when CERIC made the decision to have all potential Practice File documents reviewed by the clearinghouse whose code the documents carried. This decision had significant impact on the Practice File in the following ways:

(1) The PF staff requested that all potential PF documents be reviewed and returned within 48 hours of receipt by the clearinghouse. Some clearinghouses honored this request; some did not. Having documents reviewed by clearinghouses greatly increased the time involved in processing documents. Also, since it was not reasonable to expect clearinghouses to review documents and return them without

remuneration, the clearinghouses were paid $5 for each document reviewed whether they accepted or rejected it. This process increased the budget allocation for document acquisition.

(2) The PF experimented with various types of mail delivery, and settled on UPS Second Day Air for most of the transferring and review of documents. Since 1,234 documents were ultimately processed for the PF, and since all were sent to clearinghouses to review for possible inclusion for the PF, this represented a substantial sum of money for postage.

(3) Some clearinghouses, when receiving a document for review, rejected the document if they believed it was not appropriate for the Practice File (which was now a sub-file of ERIC). A few clearinghouses believed that practitioner-oriented materials did not belong in ERIC at all. Some believed that many of the short documents being collected by the Practice File were not substantive enough to include, although the RFP stated:

> A non-ERIC document is defined as one which (1) is delivered to users in a format different from ERIC documents (2) is comprised of content unlike that of ERIC documents . . . For example the Working Group might specify a need for the National Education Practice File to include large numbers of classroom activity ideas, each two pages in length.

There was also a good deal of resistance on the part of some clearinghouses to full text documents in ERIC, although the RFP stated: "They (the Working Group) might also specify that copies of the activity be provided in paper copy directly from a terminal or microcomputer."

Ultimately, the following guidelines for including full text documents in the Practice File were approved by CERIC. No full text document will exceed 500 words; and there will be no more than 10% (or 120) full text documents in the Practice File.

(4) The costs (both recordkeeping and actual dollar costs) for acquisition, selection, review, and processing were high. The Acquisition and Selection chart prepared each month captured some of the complexities: the clearinghouse that acquired the document was reimbursed; the clearinghouse that reviewed it was reimbursed; the agency that obtained the reproduction release was reimbursed (unless that agency was SMERC). Because of the time lag between these tasks, the recordkeeping also was complex.

(5) It may sound as if all these problems were detrimental to the project, but this was not necessarily the case. The exchange of documents kept the clearinghouses closely involved in the project and kept project staff in close touch with clearinghouse staff. This had several advantages: (1) clearinghouse staff became familiar with the

practitioner-oriented documents which make up the Practice File; (2) project staff became familiar with clearinghouse operations and problems; and (3) project staff forged strong and positive relationships with many clearinghouse personnel.

Our initial goal was to acquire and select 1,200 documents for the Practice File. Ultimately, 2,548 documents were acquired; 1,234 were processed into the Practice File; 110 were retained by clearinghouses for regular ERIC input; and 143 documents were rejected by clearinghouses for both ERIC and the Practice File. (See Appendix F for the cumulative Document Acquisition & Selection Chart.)

2.4 Phase IV. Test the File.

Phase IV of the project was to "test the file and collect data related to its strengths and weaknesses in meeting the information needs of teachers and school administrators involved in improvement efforts at the classroom and building level." It required the completion of nine tasks, and five products corresponding to those tasks:

Task	Product
4.1 Prepare field test plan and submit to NIE.	Field Test Plan.

Field test site selection criteria were developed and all clearinghouses and all members of the Working Group were invited to nominate test sites. The criteria included: (1) must have capacity to evaluate the usefulness of the file based on guidelines prepared by the project evaluator; (2) must have high interest in participating as a field test site; (3) must have experience in providing resources, including but not limited to ERIC, to teachers and school administrators; (4) must have experience in providing technical assistance to teachers and school administrators in the use of educational information; (5) must have drop-in clientele. Site may serve clientele by phone, mail or in person, but some of its clientele must be drop-in; (6) must have DIALOG searching capabilities and experience in searching DIALOG; (7) one test site should be school-based and have access to a microcomputer and a modem, or a terminal capable of providing online access to DIALOG Information Services; (8) one site will be urban; (9) one site will be suburban; (10) one site will be rural.

In return, the Practice File project provided the following to the test sites: (1) 48 hours of free online connect time; (2) 48 hours of free Tymnet, UNINET, or Telenet connect time; (3) 5000 free DIALOG prints; (4) a 2-day training session at SMRRC with all expenses paid for one person, and up to $500 to help underwrite expenses for a second person from each test site, if desired; (5) materials and recordkeeping forms; (6) three on-site visits by project staff.

Nine sites were nominated. In-depth telephone interviews were conducted with personnel at each site, and the following were selected: INFORMS (Iowa State Department of Education); the Wayne County (Michigan) Intermediate School District; and the NYCTCC (New York City Teacher Centers Consortium).

4.2	Prepare training materials for field test site personnel and awareness materials for teachers and administrators in pilot sites. Submit all materials to NIE for approval.	Training and awareness materials.

Because the decision had been made by Central ERIC to make the Practice File a sub-file of ERIC, and because one criterion for being selected as a test site was experience with searching ERIC on DIALOG, few training materials were necessary. Test site personnel, however, did come to SMERC for a two-day training session. The purpose was to familiarize them with the Practice File and to discuss and plan for test site needs. The training session was conducted at SMERC on September 26 and 27, 1983, simultaneously with that of the annual two-day training session for SMERC Linking Agents. (See Appendix G for agenda.) National Education Practice File test site personnel and SMERC Linking Agents attended the first day of the training session together, and the second day of the training session was designed specifically for Practice File test site personnel. Day two focused on:

1. How the National Education Practice File differs from ERIC
2. Recordkeeping for test sites
3. Collection of evaluation data
4. Problems/needs anticipated by test sites
5. Refinement of draft forms and recordkeeping devices and explanatory materials (Appendix H)
6. How to bill the Practice File project for DIALOG searching.

4.3	Secure agreements with field test sites to test the Practice File.	Agreements with field test sites.

4.4 Conduct training of field test sites.

See 4.2 above.

4.5 Provide technical assistance to the field test sites as needed to insure smooth operation of each site.

Practice File staff maintained close contact with test sites. Two visits were made to each field test site to address problems, identify

searches appropriate for the Practice File, make suggestions for search strategies, review recordkeeping procedures, make presentations to satellite agencies of field test sites and update the progress of the Practice File; e.g., Target Audience tagging, and use of "PF Project" as an Identifier. Two additional visits were made to each test site for evaluation of the project. Regular telephone calls were made to test sites to offer assistance in search strategies, to provide additional materials, to answer questions, and to provide support.

4.6 Collect and report formative evaluation data into the administrative progress reports.

Because of scheduling changes, no formative evaluation was done of this portion of the project.

4.7 Refine acquisitions and processing based on formative evaluation data.

Because of scheduling changes, no formative evaluation was done of this portion of the project. However, acquisitions and processing procedures were revised and refined throughout the entire project based on the changing needs and requirements of the project.

4.8 Submit final report to NIE. — Final Report.

This is the final report.

4.9 Submit National Education Practice File — National Education Practice File.

Because of the decision to make the Practice File a subset of ERIC, there is no "file" to submit to NIE. However, all Practice File documents are contained in ERIC and all are searchable on DIALOG.

3.0 BUILDING THE FILE. TECHNICAL ASPECTS.

3.1 Core File = 14,470. A lengthy and complex computer strategy was developed by the Practice File staff and executed by the ERIC Facility. The printout consisted of approximately 20,000 resumes which were reviewed by Information Specialists for their relevance to the practitioner, based on specifications developed by the Working Group. This review resulted in 14,470 resumes which were tagged with PRACTITIONERS. This initial group of resumes is referred to as the "core" of the Practice File, or the Core File.

3.2 Expanded Core File = 13,235. During testing of the Practice File "core," it was evident that the output was excellent in terms of "hits" or precision. However, it was also apparent that we should have allowed our "core" search to go back farther in time (prior to July, 1979) in order to pick up "timeless" practitioner-oriented documents. Consequently the Practice File staff requested permission to execute a second search of ERIC (at no cost to the Project) using a simplified search strategy which would cut off the Practice File input at ED 100 000 (approximately May, 1975). Permission was granted by CERIC; the search was run by the ERIC Facility; and resumes were reviewed by the project staff. By the end of January, 1984, an additional 13,325 ERIC documents (the "expanded core") had been tagged with PRACTITIONERS by the Practice File staff. However, the add/delete tapes could not be read by DIALOG and could not be searched using TA=PRACTITIONERS.

In the meantime, ERIC clearinghouses were tagging practitioner-oriented documents with the Target Audience tag. The Target Audience scheme called for the clearinghouses and for the Practice File staff to apply the tag TEACHERS or ADMINISTRATORS, etc. to practitioner-oriented documents and the ERIC Facility computer program was to automatically apply PRACTITIONERS to these documents. However, this automatic tagging was inadvertently omitted from the tape sent to DIALOG, so the January and February, 1984 RIE tapes were not searchable by TA=PRACTITIONERS.

By the end of March, 1984, the "expanded core" still could not be searched in its entirety. Simultaneously, DIALOG had technical problems which lasted well into July, 1984. These technical problems affected searching ERIC with the Target Audience tag. So, for all six months of the field test, there were technical problems of varying magnitudes.

3.3 Tagging Journal Articles with Target Audience Tag.

When the Target Audience tag was developed, it was applied to RIE documents only. During the field test of the Practice File, it was found that using that tag in computer searching resulted in an extremely precise printout when the search strategy was correct. That knowledge, coupled with the fact that some clients of the test sites

and some of the test site searchers were disappointed that Practice File searches contained no journal articles, prompted Practice File staff to request permission to apply a similar search strategy to the CIJE backfile and to tag practitioner-oriented journal articles with the PRACTITIONERS Target Audience tag. In this way, all ERIC documents (both RIE and CIJE) intended for the educational practitioner would be uniformly tagged and would be retrievable through one simple command, thus making all of ERIC more easily searchable both by novice and by experienced computer searchers. Many false drops (or unwanted citations) thus would be eliminated from computer searches of ERIC, thus making it more economical to search.

A field test was undertaken by SMERC and the ERIC Facility to ascertain the feasibility of tagging journal articles with the Target Audience tag. Because the results of that field test were positive, and because there were enough funds in the project to cover this task, permission to do so was requested by project staff, and was granted by Central ERIC. The project was predicated on requiring clearinghouse processing personnel to tag journal articles with the Target Audience tag. CERIC, in June, 1984, requested that the clearinghouses begin doing so.

The backfile search of CIJE was run by the ERIC Facility. It resulted in 22,172 resumes which were reviewed by project staff. Of these, 18,549 were tagged with PRACTITIONERS.

3.4 Practice File Input by Numbers and Types of Documents.

A chart was prepared each month which listed types of documents acquired, from which clearinghouse they were acquired, or whether they were acquired by SMERC. A cumulative chart was prepared in May, 1984. (Appendix F) A few of the highlights:

The five highest contributors: SMERC (1,523 documents); CE--ERIC Clearinghouse on Adult, Career, and Vocational Education (118 documents); SO--ERIC Clearinghouse on Social Studies/Social Science Education (115 documents); JC--ERIC Clearinghouse for Junior Colleges (101 documents); UD--ERIC Clearinghouse on Urban Education (88 documents).

The five categories containing the largest number of documents: Resource & Background Materials (283 documents); Promising Practices (246 documents); Learning Activities (194 documents); Units of Study (120 documents); Fact Sheets or Ready Reference Materials (113).

Total Number of Documents Acquired:	2,548
Total Rejected by SMERC	929
Total Rejected by Clearinghouses	143
Total Retained (for ERIC) by Clearinghouses	110
TOTAL PROCESSED INTO PRACTICE FILE:	1,234.

Throughout the project, occasional concern was expressed that short documents perhaps were not sufficiently substantive for an archival file such as ERIC, and some believed that the Practice File was comprised primarily of short documents. However, following is a breakdown of the length of documents in the Practice File:

#of Pages	# of documents	%
1 page	81 documents	6.8
2-3 pages	255 documents	21.1
4-11 pages	287 documents	23.9
11-100 pages	475 documents	39.4
100+ pages	103 documents	8.6
	1,201	

Throughout this report it is indicated that 1,234 Practice File documents were processed into ERIC. However, several were ultimately pulled by the ERIC Facility, and several inadvertenty were not tagged with "PF Project." Consequently the above breakdown is based on 1,201 documents, which was the number identifiable at the time the Final Report was written.

There are 84 full text documents in the Practice File. These were a maximum of 500 words in length, and were generally one page in length. Most of the 81 1-page documents listed above were these full text documents.

3.5 Advantages and Disadvantages of Full Text Documents

Advantages

Content: Full text documents (FTs) can provide quick, concise information for use by busy practitioners who often do not have the time or inclination to pore through lengthier documents. Types of documents which are appropriate for full text include summaries of information, tip sheets, reviews, opinion papers, teaching methods, promising practices, etc. All of these can be very useful to the practitioner.

Delivery: This is probably the area in which FTs find their greatest utility. Because the entire document is printed in both the RIE catalog and the computer printout, the user has it in hand immediately; there is no need to go elsewhere for the document. One of the greatest drawbacks of RIE as it is currently composed is the storage of documents on microfiche. Many people do not have access to the microfiche or to a microfiche reader, as well as the time or inclination to use microfiche. The alternative is to order paper copy from EDRS, a process which further delays getting the document into the hand of the user. With FTs, no such problem exists--the user has paper copy of the entire document right away.

Processing: FTs can save considerable time in processing. There is no need for document preparation, abstracting, or editing of abstracts. Because FTs are short, they require much less time for the indexer to read than would a longer document. FTs are also likely to involve fewer subjects and concepts, thus making it easier and quicker to index, and probably requiring fewer indexing terms. Most other processing stages would be unaffected; e.g., recordkeeping, reproduction releases, cataloging, etc.

Disadvantages

Content: Because they are short, FTs often do not provide enough information to be very useful; all that they can offer to the user is an overview of the topic without any real substance. Some topics and types of documents lend themselves to this length of document, but most do not. Promising practices (program descriptions) should not be put into ERIC as full text documents unless the description is full enough to permit replication. One of the major advantages of FTs is that the user has the entire document in hand immediately. If the document gives the user only a cursory look at a subject, and thus forces the user to search elsewhere for more in-depth, usable information, this advantage is lost.

Delivery: Most information that can be delivered in full text is also appropriate for inclusion in journals. It is possible that the best way to deliver this type of material is in journals. Also, if FTs become a significant portion of RIE input, then the length of the printed catalog would be affected. If the percentage of FTs remains below 10%, this should not be a problem. It is estimated that if 10% of RIE input is full text, it would increase the length of the catalog by about four pages. (The document resume section of RIE averages around 200 pages; therefore, 10% of this averages 20 pages. A normal abstract takes up about 60% of the printed length of a resume; a full text abstract would take up about 80%--a 20% increase. A 20% increase in the 20 pages that would be affected by FTs equals a four page increase.)

Processing: The time required for two phases of processing is significantly lengthened by FTs: word processing and proofing. Because FTs can be up to two-and-a-half times longer than a normal abstract (500 words vs. 200 words) the time involved in these phases can be up to two-and-a-half times greater than normal. (For recommended procedures for processing full text documents for entry into RIE, see Appendix I.)

Costs: For Central ERIC and the ERIC Facility, there would be a slight increase in cost if full text documents were to be included in ERIC, due to increased length of abstracts which affects Facility proofing, and increased length of RIE catalogs. For ERIC clearinghouses, although there is an increase in time required for online data entry and proofing, these are more than offset by savings realized in other areas of document processing.

Conclusion

Full text documents can be a valuable resource for the end user. More attention, however, needs to be given to the types of documents included in full text--the types of documents that can supply enough useful information in a short space to warrant their inclusion in RIE. But there is another consideration in full text documents which deserves attention. According to Roger Summit, President of DIALOG Information Services, the most exciting new trend in online information databases is full text databases. Recent changes in the technology of data storage and photocomposition have made full text databases much more feasible and cost effective than in the past (Information Today, v1 n5, May 1984, p.12.) ERIC has long been a pioneer in the online information industry. For it to remain a leader in the industry, it needs to change with the times. Despite the obvious short-term difficulties involved in incoporating FTs into ERIC and the system-wide changes that would need to be made, it is a direction which should be investigated. This investigation should not be limited only to full text as it was implemented in the Practice File, but should consider a variety of directions. One possible direction would be to create a file parallel to ERIC consisting

entirely of full text documents (not limited to 500 words); similar parallel files have been developed by Information Access Company with their ASAP files (Magazine ASAP/Magazine Index; Trade and Industry ASAP/Trade and Industry Index). ERIC is currently investigating the viability of serving the novice home computer user; the comments of Roger Summit indicate that full text is a trend of equal significance and importance for information databases.

3.6 Advantages and Disadvantages of Journal Articles Compiled.

Advantages.

Compiling multiple conceptually related articles into one document eliminates the necessity for the client (or information service provider) to go to multiple journals (or libraries) in order to find all the journals which contain relevant information on a search topic.

Another advantage to compilations of journal articles lies in the ease of indexing and abstracting. Since compilations are conceptually related, it is easy to assign descriptors and to write an indicative abstract which often is a list of titles in the compilation, preceded by an introductory sentence.

Disadvantages.

The major disadvantage of including compilations in RIE is obtaining reproduction releases for multiple articles. At the beginning of the Practice File project it sometimes appeared that it would be impossible to do so. One difficulty lay in the need to explain to multiple journal editors what a compilation was. Another difficulty lay in explaining to journal editors the difference between a journal article in CIJE (which might be located in a library and photocopied) and a journal article which appears as part of a compilation in RIE (which might be ordered from EDRS in microfiche format). However, once editors became familiar with the Practice File project, they were extremely cooperative, and developing compilations became increasingly easy.

Another disadvantage to compilations is that it is possible that a computer search could contain multiple CIJE citations on a topic and also contain one RIE citation which was a compilation of these same multiple CIJE citations, thus duplicating, in part, the same citations, although in a very different format. Practice File staff believed that clients would be grateful that they did not have to locate multiple journals in order to read the texts in their entirety, rather than be angry over duplicates. Unfortunately, there were so few compilations in the Practice File (12) that this theory could not be proved or disproved by a client, though all Practice File staff, test site personnel, and processing staff believed compilations to be of potential value to clients. It should be noted that most compilations consisted of articles too brief and without enough

substance to be included in CIJE, and consequently would be lost to the client except for compilations in which brief and non-substantive pieces collectively became substantive and useful.

The remaining disadvantages relate to difficulties in processing: (1) brief articles often contained photographs which do not reproduce well; and (2) titles had to be created and there were no ERIC Processing Manual guidelines to cover this because compilations are a new type of document.

Conclusion.

Weighing the relative advantages and disadvantages of compilations of journal articles, it is concluded by Practice File staff and test site staff and most clearinghouses that they can be a valuable resource for the end user. There are distinct disadvantages as discussed above, but it is believed that compilations will become increasingly easy to prepare as clearinghouses gain experience with this new type of document.

3.7 The Issue of Unavailable Documents (Level 3s) in the Practice File.

The original intent of the Practice File was to have no materials in the file which were not document based, and to have no Level 3 documents in the file. This intent was carried out and the Practice File contains only document-based materials and only those documents which are available at Level 1 or 2. There was some confusion about this, however, because when clearinghouses began applying the Target Audience tag they of course used the tag PRACTITIONERS, where appropriate, whether or not the document was Level 3. When searchers began using DIALOG to limit searches to PRACTIIONERS (Select TA=PRACTITIONERS), they noticed a few Level 3 documents in their printouts. This is neither inconsistent nor a DIALOG problem. It simply means that there are no Level 3 documents in the Practice File which were entered by Practice File staff. There are, however, Level 3 documents which were entered by clearinghouse staff which carry the PRACTITIONERS tag.

3.8 The Role of the ERIC Facility.

3.8.1 Introduction.

The Practice File was originally conceived of as a completely separate file to be developed within the ERIC software environment. The technical definition of a separate file, with perhaps its own unique fields and subfields, authority lists, output formats, etc., is a significant task and it was envisaged that the ERIC Facility would perform the necessary system design and modify the necessary computer programs. The initial role of the Facility was, therefore, seen to be primarily that of a computer system support subcontractor involved in

the design and programming of a new ERIC computer file that had to fit in amongst the existing ERIC files being maintained by the Facility.

When the decision was made by Central ERIC to integrate the Practice File material directly into the existing RIE file, the role of the Facility was considerably changed. Instead of getting involved in the design of new files and the computer programs to build and manipulate these files, the ERIC Facility became more involved in the conceptual and procedural aspects of the project, e.g., negotiations with DIALOG to get them to update their ERIC files, the training of SMERC in the acquisition and processing of documents, the editing of Practice File input to RIE, the monitoring (quality control) of Practice File input for Central ERIC, etc. The principal activities that required the Facility to function under its originally-conceived role were:

- the design and implementation of the new Target Audience data element;

- the search of the existing ERIC Master Files for practitioner-related documents and the insertion of a tag into these Backfile records identifying them as such.

- interfacing with the online vendors (particularly DIALOG), providing them with updated magnetic tapes containing the records tagged as practitioner-oriented, and, in general, seeing that an online search capability to access Practice File documents became a reality.

The functions performed by the ERIC Facility during the Practice File project are treated under the following headings:

(1) Participation in Working Group Meeting

(2) Conceptualization and Design of Practice File

(3) Negotiations with DIALOG and other Online Vendors

(4) Training of SMERC Staff in Document Processing Operations

(5) Target Audience Data Element (Design and Testing; Integration into ERIC Processing Manual; Addition to ERIC Backfile)

(6) ERIC Master Files (Searching to detect practitioner-related items; tagging practitioner-related items; providing updated Practice File records to online vendors)

(7) Editing and Quality Control of Practice File Input to RIE

3.8.2 ERIC Facility Functions.

3.8.2.1 Participation in Working Group Meetings.

The meeting of the Working Group in Washington D.C. on March 1-3, 1983 is described elsewhere and will not be repeated here. The ERIC Facility participated in that meeting as a resource to answer any questions the participants had about the existing ERIC computer system and document processing procedures or about the technical feasibility of various suggestions.

3.8.2.2 Conceptualization and Design of Practice File.

Central ERIC had numerous meetings at which the many possible designs for the Practice File were discussed. The ERIC Facility was frequently represented at these meetings, again largely as a resource to provide information on technical feasibility and likely costs.

It was not until April, 1983, however, at a meeting at SMERC (also attended by the Facility), that Central ERIC (Chuck Hoover) made the final decisions that established the nature of the Practice File for at least the duration of the pilot project. These decisions established that the Practice File would be a subset of the RIE file and that the subset would be identifiable and searchable via two tagging arrangements: (1) all practitioner-related documents in RIE would be tagged "Practitioners" in a new Target Audience data field; (2) the 1,200 documents to be processed by SMERC (many of which would exemplify new types of documents not heretofore common in RIE) would also be tagged as specifically "PF Project" documents in the existing Identifier data field.

The Facility participated at the meeting where these decisions were made and, in particular, helped to conceptualize and define the projected Target Audience field.

3.8.2.3 Negotiations with DIALOG and Other Online Vendors.

With the decisions made in April, 1983, it immediately became necessary to negotiate with the online vendors concerning providing a searching capability for the new Target Audience data element and concerning updating their ERIC backfiles to reflect the results of searching those files and tagging older ERIC douments.

The ERIC Facility made these contacts with the online vendors. Letter contacts were made with DIALOG, SDC, and BRS. All three agreed to provide a search capability against the Target Audience field. Only DIALOG agreed to also update their search files with the results of

the backfile search and tagging effort. Because of DIALOG's cooperation, the Facility and Practice File staff finalized the arrangements with DIALOG during a visit to their Palo Alto headquarters in May, 1983.

3.8.2.4 Training of Practice File Staff.

Beginning with the December, 1983 issue of RIE and extending through the August, 1984 issue, Practice File staff had the task of acquiring, selecting, getting clearinghouse approvals, getting any needed Reproduction Releases, cataloging, indexing, abstracting, online transmission of bibliographic data to the Facility, and transmission by mail of the full text, for some 1,200 new documents, all of which would be heavily slanted toward practitioners.

For this period of time, Practice File staff had to operate much like an ERIC clearinghouse. This necessitated a review of the ERIC Processing Manual (EPM), meetings with relevant Facility personnel, and various kinds of test efforts. For example, Mary Moray spent one day with the Facility Acquisitions Librarian going over acquisitions and selection procedures, the use of the ERIC Acquisitions Arrangements list, the use of the ERIC Clearinghouse Scope of Interest Guide, the use of the Acquisitions Data Report (ADR), the use of the Reproduction Release Form, etc. June Hennig cataloged a sample group of documents and sent them to the Facility where they were edited, and a critique was fed back in writing to Ms. Hennig. These two activities are representative of the kind of orientation, briefing, training, and consultation provided Practice File staff by the Facility during the early months of the project.

3.8.2.5 Target Audience Data Element.

The Practice File had a requirement to identify and tag documents particularly relevant to practitioners. During the design phase it was recognized that tagging for a practitioner orientation was only one aspect of tagging for audience in general. Since Target Audience had long been under consideration as a possible new ERIC data element, it seemed the ideal solution to take this opportunity to implement a Target Audience field and to make it the means by which Practice File documents would be tagged.

The Facility supported this recommendation and supported it with the necessary pages from the ERIC Processing Manual, tables that helped define the usage of the field, tests for the clearinghouses (to help make initial usage consistent), and, of course, the computer system changes to make the new field an integral field in the database.

3.8.2.6 ERIC Master Files (Searching and Tagging).

The clearinghouses began to use the Target Audience data element with the January, 1984 issue of RIE. This was the beginning of the "new"

Practice File in the sense of including certain new kinds of materials that had not heretofore been common in ERIC.

However, the RFP also called for the Practice File to go back into the existing ERIC backfile and to identify and tag those earlier documents that were especially practitioner oriented. Originally the backfile search covered approximately July, 1979 to May, 1983, but later was expanded to cover accession number ED 100 000 (July, 1985) to the beginning of the use of the Target Audience tag (October, 1983).

A computer search to help find such documents was necessary as a first step. It was recognized that the output of such a large search would have to be screened intellectually and that its "hits" could not automatically be assumed to be relevant.

The search strategy was a joint effort between the Practice File staff and the Facility. When the final search strategy was agreed upon, the Facility ran the search, downloaded the accession numbers, and used that output to print Single-Frame Resumes for the "hits" that could then be reviewed by the Practice File staff. Subsequent to this review, the Facility took all the records found by Practice File staff to be practitioner oriented and added a Target Audience field containing the term "Practitioners" to each such record. The Facility then created a separate update tape of solely these updated "old" records and sent this update tape to DIALOG. (It was also offered to the other online vendors.)

The same procedure followed with the CIJE file, once Central ERIC has approved extending the Target Audience data field to CIJE.

3.8.2.7 Editing and Quality Control of Practice File Input to RIE.

The major ERIC Facility responsibility during the Practice File project was the editing of the 1,200 "new" Practice File documents entered into RIE (December 1983 through August 1984).

There were numerous problems caused by the unusual character of some of the documents, and by the fact that ERIC did not have specific established rules for the processing of book reviews, journal article compilations, executive summaries, corporate materials, games, full text items, etc. That the materials had to be assigned appropriate Clearinghouse Accession Numbers and also had to be approved by the clearinghouses for entry into RIE made for many complications and unusual problems. As a result, Practice File input took nearly twice as long as normal input to get through the editing process at the ERIC Facility.

Because of the new and experimental nature of many of the documents input by the Practice File, and because of the relatively high percentage of serial material, the Facility sometimes delayed certain

items so that they could be reviewed by Central ERIC. It was felt to be essential that Central ERIC be aware of the new kinds of items going into RIE in the event that they later caused user reactions (good or bad).

4.0 PROJECT OPERATION

4.1 The Working Group.

The Working Group, its selection and composition, were covered in Section 2.1, Phase I of this Final Report. (See also Appendix A for a complete copy of the Report of Working Group Meeting.)

4.1.1 The Sensing Network.

The Sensing Network was an outgrowth of the Working Group meeting in Washington, D.C. in March, 1983, where Working Group members were asked to nominate educators who could act as "sensors" in the field of education. The purpose of developing a needs-sensing network was twofold: (1) to ascertain the information needs of leaders in education to attempt to determine whether or not the ERIC system was meeting these needs; and (2) to develop a list of leaders in education who would act as a needs-sensing network for ERIC in the future.

A questionnaire was developed by Practice File staff and mailed to all nominees to the Sensing Network. One hundred fifty persons including classroom teachers, administrators, librarians, federal representatives and representatives from professional education associations, were sent questionnaires. The response rate (50%) and comments on the questionnaires echo the enthusiasm that was evident at the Working Group meeting. A copy of the survey and highlights of the results are contained in Appendix J.

4.2 Acquisitions.

4.2.1 Summary of Plan.

The purpose of Phase III of the National Education Practice File was to increase the utility of the content and format of the file in meeting the information needs of teachers and school administrators through the development of new acquisition and processing procedures. Phase III took place primarily from July 1, 1983 to October 15, 1983, though new acquisitions sources were pursued throughout the project.

Approximately 1,200 new documents were to be added to the file during the period July, 1983 to February, 1984. The acquisitions plan was developed in response to the types of documents specified and defined by the Working Group and project staff. This was in keeping with the "user driven" (that which is determined or defined by the individuals or groups who ultimately consume it) focus of the project. The plan was designed to rely on existing clearinghouse acquisition networks plus newly suggested sources for document acquisitions.

Documents acquired fell into the following categories:

1. materials which support curriculum development and

classroom instruction
2. materials which provide practical advice
3. materials which summarize and synthesize information
4. materials which provide background and/or support professional development.

Practice File acquisitions were to include lengthy as well as very short documents, compilations of journal articles on a single topic, the full text of documents that were 500 words or less, and locally-developed and/or teacher-developed materials if they served as a model for practitioners. Documents were not to be over three years old.

To prevent any disruption of existing ERIC acquisitions networks, Practice File staff did not contact directly any source listed on the ERIC Acquisitions Arrangements list.

The Acquisitions Plan specified that ERIC Clearinghouses would be reimbursed for documents submitted to the Practice File as follows:

$20 for documents accompanied by a reproduction release and selected for the file

$10 for documents accepted but not accompanied by a reproduction release

After CERIC made the decision to develop the Practice File as a subfile of ERIC and to have each clearinghouse review all input which carried its Clearinghouse Accession Number, the payment schedule was revised to add the following:

$5 for each document reviewed by clearinghouses
$5 for each document sent to the Practice File, even if rejected for the Practice File

The Working Group recommendations for acquisitions arrangements were reviewed, and then expanded upon by the Practice File staff. Approximately 200 new sources were identified. A list of these new sources (including names, addresses, and contact persons) was prepared. (Appendix K) These new sources were assigned to the ERIC Facility and to the clearinghouses, based on scope where possible. Where the subject focus of the new source was unclear or unknown, the source was assigned arbitrarily to a clearinghouse for which new sources were sparse. SMERC invited the clearinghouses to contact the new sources where possible, or to notify SMERC that they were unable to do so (due to lack of time or personnel). When this happened, SMERC assumed the responsibility of making contact with the new sources.

4.2.2 Implementation/Revisions.

By June 1, 1983 the entire Acquisitions Plan had been developed and was sent to the ERIC Clearinghouses for review. On June 30, 1983 an addendum to the Plan was forwarded to the clearinghouses, answering questions and clarifying selection procedures. Although the RFP called for implementation in October, 1983, in actuality the Plan was implemented upon its completion in June, 1983. A memo offering additional guidelines for journal compilations was sent to clearinghouse acquisitions and/or processing personnel on August 10, 1983. (Appendix L) For guidelines for processing compilations, see Appendix M.

While Practice File acquisitions took place primarily from July 1, 1983 to October 15, 1983, acquisitions continued throughout the project, with submissions by clearinghouses continuing until March 31, 1984.

4.2.3 New Sources.

New acquisitions sources were contacted in an attempt not only to secure practitioner-oriented documents for the Practice File, but also to expand acquisitions networks for the ERIC clearinghouses. To ensure that documents which normally would become part of the regular ERIC system were not siphoned off by the Practice File, clearinghouses had the option of retaining a document for ERIC when they reviewed documents for possible inclusion in the Practice File.

The cooperative working relationships that were established with our field test sites aided our acquisitions efforts. Mary Jo Bruett, INFORMS, was instrumental in obtaining a wealth of practitioner-oriented documents from a Teacher Center in Iowa which had been discontinued; George Grimes, Wayne County ISD, provided inroads to social studies materials developed by the Detroit Public Schools which addressed the needs of minority students; the NYCTOC, a new source for ERIC, contributed many of their high quality practitioner-oriented documents.

Janelle Lee, project Information Specialist, Oklahoma State Department of Education, proved to be an invaluable contact for practitioner-oriented documents. Since she, had been the contact person for ERIC in the past, and is an experienced searcher and educator, she clearly understood what types of documents were being sought for this project.

The following general types of acquisitions sources were contacted for practitioner-oriented documents:

I. Education Agencies at the Local, State, and Federal Levels

Department of Education Regional Offices
State Departments of Education
Colleges and Universities (including community colleges)

Teacher Centers
Libraries
Classroom Teachers
School Administrators
School Boards
Parent Teacher Associations
Curriculum Directors
Conferences, Workshops, Seminars, and Summer Institutes
Special Schools (vocational, magnet, etc.)
Student Organizations (honor society)

II. Business and Industry

Newspapers (education editors)
Training Directors in Selected Industries
American Medical Association
Hospitals
Bar Associations
Chambers of Commerce
Insurance Companies
Foundations
Oil Companies
Armed Services
Labor Unions
Telephone Companies (and their directories)
Utility Companies
Postal Service
National Park Service
Educational TV

III. Service Providers

Police and Fire Departments
American Red Cross
Social Service Agencies
Educational Arms of Churches
Museums
Safety Agencies
Zoos
Extension Agents
Embassies of Foreign Countries
United Nations
UNESCO
Catalogs of Free Materials

IV. Professional Organizations at the Local, State, and National Levels

Encyclopedia of Associations
Child Advocate Organizations

Coalition Groups (e.g., National School Volunteers)
Teacher Organizations
Non-education Professional Groups
National Association of Black School Educators
Ethnic Organizations

Grace Sundstrom, ERIC Processing and Reference Facility, assisted by suggesting which documents would be appropriate for the Practice File when she forwarded Facility acquisitions to appropriate clearinghouses. In addition to the Oklahoma State Department of Education, the Vermont State Department of Education (Vermont Educational Resource Center) and many of the NIE-sponsored labs such as the Northwest Regional Lab, the Far West Lab and the Appalachia Education Laboratory, offered many practitioner-oriented documents. It was evident that, because of the ever-changing programs and personnel of Labs and SDEs, acquisitions contacts need to be reaffirmed and new personnel need to be encouraged to forward documents to ERIC.

Business and industry contacts such as the International Paper Company, Bank of America, American Gas Association, Idea Management Associates and Gestetner Corporation, proved cooperative and fruitful.

Service providers such as the American Lung Association, Humane Societies, Public Education Fund, and the Allegheny Conference on Community Development provided documents.

School district contacts produced an abundance of practitioner-oriented materials. While the quality of these locally-developed materials called for careful evaluation, many acceptable documents were developed by individual teachers, curriculum development committees, or were the results of college level studies. For example, the Biological Sciences Curriculum Study from the Colorado College in Colorado Springs, Colorado contributed curriculum guides and learning activities which were appropriate for the Practice File.

Reproduction releases were secured from journals such as Instructor, Teacher, Learning, and Today's Education for journal compilations. Permissions editors were not concerned with the format or usage of their materials (i.e., single article or journal compilation) or with the delivery system utilized (i.e., microfiche or paper copy). Their only concern was that proper procedures were followed in granting permission and release of their material in accordance with copyright laws. This was also true when securing reproduction releases for a full text document which would appear online. Permissions editors did not care if the article appeared full text in a printout, in CIJE or on microfiche, only that proper permission had been granted. As an experiment, a reproduction release was sought from the Associated Press for a newspaper article. There was no problem in obtaining a release for this individual document which met our selection criteria

and was entered full text.

4.2.4 Clearinghouse Cooperation.

Project staff felt it important to work cooperatively with all clearinghouses to ensure that acquisitions procedures were clearly understood and functioned smoothly. Once all clearinghouses had received the Acquisitions Plan and Addendum, the Project Coordinator telephoned each clearinghouse during the month of July, 1983 to answer any questions and establish a contact person (usually the Acquisitions Coordinator) for the Practice File. These clearinghouse contact people played a critical role in submitting appropriate documents for the Practice File, meeting the 48-hour turnaround deadline, maintaining records on Practice File acquisitions, and acting as a comunications link between the Practice File and their own clearinghouse personnel. The Project Coordinator was in frequent contact with these individuals throughtout the life of the project and found them to be cooperative. Supportive efforts came from many of the contacts. Several clearinghouses announced the National Education Practice File in their newsletters and used the acquisitions flyer and letter developed by the project staff. (Appendix N) Cathy Julius Butler (SP) and Janet Drill (EC) and Kay Cook (SO) organized journal compilations which were included in the file. Visits to SMERC by Jane McClellan (CS), Mima Spencer (PS) and Betsy Ashburn (SP), added to their understanding of the goals and operations of the project.

Final mention of the clearinghouse cooperation must include the outstanding efforts of SSEC/ERIC/ChESS. They provided invaluable assistance to the Practice File staff at SMERC and informally communicated the National Education Practice File goals and potential usefulness to the other clearinghouses.

4.2.5 Problems Encountered.

A limitation was experienced in not being able to contact directly sources on the ERIC Acquisitions Arangements (EAA) list for documents that would be appropriate for the NEPF. Since contacting these sources regarding the Practice File was a decision left up to each individual clearinghouse, contacts were made on an inconsistent basis. Some clearinghouses chose not to inform their sources of the NEPF project, while others found it impossible to do so (e.g., yearly ERIC acquisitions mailing had already been sent). Hence, many potential sources of practitioner-oriented documents were never informed or tapped.

4.2.6 Follow Through.

In an analysis of the processed documents for the NEPF, data were collected on acquisitions sources. Lists of productive sources were sent to the appropriate clearinghouse enabling them to follow-up on future acquisitions. (Appendix O)

4.3 Selection.

4.3.1 Applying Selection Criteria.

Selection criteria for Practice File documents were developed by the Working Group and refined by the Practice File staff. They were included in the Acquisition and Selection Plan which was distributed to all clearinghouses well before the selection process began. The problems encountered with selection were more philosophical than substantive. There were those who believed that short documents, by definition, could not be substantive and therefore should not be in ERIC. ERIC Fact Sheets, now renamed ERIC Digests, traditionally had not been entered into ERIC because of their brevity. However, a number of ERIC clearinghouse personnel believe that ERIC Digests are ERIC's most popular product.

Some clearinghouses believed that one-page classroom activity descriptions were valuable for the practitioner and that the Practice File finally allowed them to get these classroom-based materials into ERIC because traditionally one or two page articles have not been entered into CIJE. However, some believed that entering CIJE-like materials into RIE (since the Practice File was now a subset of ERIC and bound by ERIC rules) blurred the distinction between RIE and CIJE. So an agreement was reached between Practice File staff and CERIC and the ERIC Facility: No more CIJE-like materials would go into the Practice File, but one-page articles could go into CIJE.

Selection criteria were strengthened and applied more judiciously as the project matured and as documents became more plentiful.

4.3.2 Selection Procedures.

Two different selection procedures were followed depending upon the source of the document:

Document acquired by a clearinghouse and sent to SMERC

-NEPF Director accepted or rejected it

-If rejected, the document was returned to the clearinghouse with the reason for rejection noted on the Clearinghouse Submission Form

-If accepted, the Project Director determined into which clearinghouse scope the document fell

-If the document fell into the scope of the submitting clearinghouse the document was processed

-If the document did not fall into the scope of the submitting

clearinghouse, it was sent to the appropriate clearinghouse for review

Document acquired by SMERC

-MEPF Director accepted or rejected it

-If rejected, contributor was notified

-If accepted, the Project Director determined into which clearinghouse scope the document fell and sent it to that clearinghouse. Occasionally Clearinghouse "A" would return the document noting that it was not in their scope and that it should be sent to Clearinghouse "B" which would return the document noting that it should be sent to Clearinghouse "C." Selection procedures were of necessity cumbersome. SMERC acquired 2,548 documents during the life of the project. Of these, 929 were rejected and 912 were sent to clearinghouses to review for possible inclusion in the Practice File. Following is a breakdown of why the initial 929 were rejected:

Rejected by the Practice File Staff for the Practice File

Reason	# of Documents	% of Total (Rounded)
Weak Content	330	36%
Duplicate--already in ERIC	177	19%
Not Practitioner-oriented	93	10%
Journal Article	63	7%
Unable to Obtain Reproduction Release	60	6%
Does Not Stand Alone (needs guide, tape, etc.)	49	5%
Miscellaneous (sexist, religious, part of a larger document already in ERIC, etc.)	37	4%
Reproducibility Problems	36	4%
Too Old	20	2%
Abundance of Similar Material Already in ERIC	16	2%
Too Local	15	2%
Too Much Internal Copyrighted Material	13	1%
Bibliography Not Annotated	13	1%
Foreign Language	7	1%
	929	

Of the 2,548 documents acquired over the life of the project, 912 were sent to clearinghouses for review for possible inclusion in the Practice File. Of these 912 documents, 143 were rejected for both ERIC and the Practice File. Following is a breakdown of why these 143

were rejected:

Rejected by the Clearinghouses for both ERIC and the Practice File

Reason	# of Documents	% of Total (Rounded)
No Reason Listed	52	36%
Miscellaneous (e.g., not significant, poorly written, etc.)	28	20%
Weak Content	14	10%
Too Many Items From the Same Source	13	9%
Abundance of Similar Material Already in ERIC	12	8%
Duplicate--Already in ERIC	10	7%
Too Local	5	3%
Too Old	5	3%
Too Much Internal Copyrighted Material	3	2%
Reproducibility Problems	1	1%
	143	

The above figures make it clear that there were some differences of opinion about what was appropriate for the Practice File. Because the Practice File was dealing with many new types of documents (full text, compilations of journal articles, short documents, etc.), it is not surprising that there were misunderstandings. Perhaps the greatest problem was that of time, both the time involved in recordkeeping and the time involved in mailing documents. The most extreme case involved mailing the same document nine times--mostly because several clearinghouses approved the document in principle, but did not believe it belonged in their scope.

4.4 Processing.

4.4.1 Overview.

Processing for the Practice File operated in much the same way as processing for an ERIC clearinghouse. Acquisitions consisted of documents solicited by Practice File staff and by clearinghouses. Documents were selected or rejected by the Project Director and Clearinghouse Directors (or a representative). When appropriate, reproduction releases were pursued by Project Staff. Records, similar to those kept for clearinghouses, were kept on all Practice File documents. Additional recordkeeping was necessary for reimbursement payments to clearinghouses. Cataloging, indexing, abstracting and editing were similar to clearinghouse operations.

4.4.2 The Relationship Between SMERC and SSEC/ERIC/ChESS.

The working relationship between SSEC/ERIC/ChESS and SMERC staff

members remained highly cooperative throughout the National Education Practice File project. This section addresses specific aspects of the SMERC and SSEC/ERIC/ChESS processing operation: staff training, ongoing communication, document flow, staffing, reproduction releases, and document reproducibility.

Staff Training

SSEC/ERIC/ChESS hosted an intensive training session in document processing for SMERC staff July 18-20, 1983. SMERC representatives were the Practice File Project Director, the Project Coordinator, and a cataloger. Seven members of the SSEC/ERIC/ChESS staff led sessions on the ERIC system for cataloging, acquisitions, document preparation, file maintenance, required reports, and transmission of shipment. The final day of the meeting was spent devising a processing plan for the Practice File. Both SSEC/ERIC/ChESS and SMERC staff worked together in modifying the SSEC/ERIC/ChESS system to meet Practice File requirements.

In September 1983, three Practice File staff members from SSEC/ERIC/ChESS attended a followup session at SMERC offices in Redwood City, California. For two days, the combined staff discussed processing problems and modifications, met with test site representatives, and attended an orientation session with SMERC Linking Agents. The early personal interchange between SSEC/ERIC/ChESS and SMERC staff allowed subsequent personnel changes and modifications in the processing system to flow smoothly.

Ongoing Communication

Communication between SSEC/ERIC/ChESS and SMERC remained open and highly interactive throughout the project. In the beginning of the project, daily phone calls were necessary for clarification of Practice File reports, procedures, acquisitions, and document processing. Although phone calls tapered off later in the project, the average number of phone calls remained at approximately two per week. In addition, mail correspondence occurred weekly in the transferring of documents, control cards, copies of log sheets and resumes, submission and processing forms, and processing statistics.

Document Flow

Although document flow between SSEC/ERIC/ChESS and SMERC remained sparse and uneven during the first half of Phase III, it was much heavier and consistent toward the end of the project. During the period from August 19-January 24, the average SSEC/ERIC/ChESS weekly shipment consisted of approximately 8.1 documents. From January 24 to May 29, however, the average number increased to 15.5 documents per week. Reasons for a lack of documents at the beginning of Phase III include: (1) the necessity of SMERC's devoting more time to document acquisition early in the project; (2) policy changes necessitating

extensive mailing of documents back and forth between clearinghouses and SMERC; (3) uncertainty among clearinghouses about the types of documents meeting MEPF selection criteria; and (4) an accumulation of documents awaiting reproduction releases.

At one point in the project, SMERC mailed documents needing reproduction releases to SSEC/ERIC/ChESS in a cooperative effort to expedite processing. SSEC/ERIC/ChESS secured the reproduction releases before completing processing.

The extension of MEPF processing and input through May, 1984 helped to compensate for initial processing delays, enabling SSEC/ERIC/ChESS and SMERC to fulfill the original proposal estimate of 1,200 documents.

Staffing Pattern

Participation in a 25-step processing plan (Appendix O) varied somewhat between SSEC/ERIC/ChESS and SMERC. Due to a larger volume of documents to process and a larger staff, SMERC's staffing pattern involved clear divisions of labor. In contrast, the staffing pattern for SSEC/ERIC/ChESS involved the allocation of more steps per person. For example, one employee at SSEC/ERIC/ChESS served as cataloger, abstractor/indexer, proofreader, and project coordinator, while these functions were performed by separate staff members at SMERC.

Copyright

Because of the varying nature of many Practice File documents (e.g., teacher-developed teaching units and journal compilations), questions concerning internal copyrighting became more and more frequent. SMERC and SSEC/ERIC/ChESS worked cooperatively in developing clearer guidelines for dealing with copyrighted materials. (Appendix P)

Document Reproducibility

Prior to the MEPF project, SSEC/ERIC/ChESS strictly adhered to ERIC Reproducibility Guidelines. In doing so, SSEC/ERIC/ChESS frequently found it necessary to: (1) reproduce and enlarge pamphlets or booklets printed on colored paper; (2) reproduce documents with colored (dark) ink on white or colored paper; (3) retype or reject documents with white print or dark paper (now acceptable as Level 2); (4) photocopy all documents printed on colored paper; (5) reproduce multi-colored sections of documents; and (6) reconstruct documents with varying page sizes into documents of uniform size. Because of the larger number of documents with colorful and creative layouts submitted to the Practice File, SMERC and SSEC/ERIC/ChESS began sending samples to the ERIC Facility editors and to EDRS to determine their reproducibility. Due to improved reproduction capabilities, EDRS and the Facility informed staff that documents which were previously thought to be too expensive to be cleaned up were actually no more costly than "traditional" ERIC documents. This discovery led

to considerable savings in document clean up for SSEC/ERIC/ChESS.

In addition, SMERC and SSEC/ERIC/ChESS worked cooperatively in instances where SSEC/ERIC/ChESS photocopying equipment was better equipped to handle certain problems, such as print enlargement.

4.4.3 Problems Encountered.

ERIC Processing Manual (Suggested Revisions/Clarification).

Because many of the documents processed for the Practice File were different in format and length from regular ERIC input, and because the Practice File staff did not have experience in determining reproducibility problems and "fair use," among other things, there was a good deal of phone contact with the ERIC Facility regarding interpretation of the ERIC Processing Manual. Over the course of the project, the following suggestions for clarification and/or revision of EPM guidelines were developed:

1. Expand the section on "Copyrighted Segments of Documents" (EPM II-40). Particularly provide more explanation of "fair use." Several examples would be helpful. Also, specify the types of works which in their entirety are not fair use (e.g., poems, chapters, or articles). If the age of the entire work would make a difference in decisions on fair use, provide some guidelines or examples (e.g., a ten-year-old editorial from the New York Times incorporated into a teaching unit is probably fair use). Refer to the information on copyright and fair use which is in the Chicago Style Manual.

2. Document preparation and reproducibility appears in several places (e.g., Section III on Selection of Documents and two places in Section V, as well as in the Reproducibility Manual itself). Collect all references to document preparation and reproducibility in one section and refer to it or repeat it, where necessary.

3. Provide examples of the instances in which the word "to" is to be capitalized in a title. The Practice File staff experienced several instances when they thought they were capitalizing correctly and the facility editors changed "To" to lower case. (EPM V-61)

4. Add "title" to the instructions for changing records on the Acquisitions Data Report (ADR). (EPM IV-36).

5. Add the information regarding "collaborative" or "cooperative" agencies to the institution section of the EPM. (EPM VI-105) Such information appears in the Sponsoring Agency section (V-112 No. 2) and would also seem true when cataloging the institution field.

6. Provide clarification of procedure to follow if a government document is published in 1980 and it cannot be determined if it is

before or after May 1980. (EPM V-111 Historical Note)

7. Add instructions for catalogers to specify the type of material removed (e.g., article, poem, game) due to copyright restrictions. Change suggested wording from "not included in the pagination" to "have not been reproduced here." These additions would reflect changes which were made by facility editors on the Practice File input. (EPM V-133)

8. The last sentence of the first paragraph on page 146 which states, "Records not carrying a 'U.S.' in this field will be, by definition, 'foreign' documents" seems to contradict the directive that the cataloging of the geographic source of the document is optional. (EPM V-145-146)

9. It would be helpful to state that state departments of education are considered government agencies. (EPM V-155)

10. The Target Audience historical note is incorrect and needs updating. The backfile was to July 1975 and "Students" were never targeted for the backfile, only "Practitioners." Page V-162C seems to have errors in referring to Figure 18 when it should be Figure 19. (EPM V-162A - V-162C)

11. Add the instructions that art work/drawings on covers or title pages should not be lost when deciding to eliminate either page when they are essentially identical. (EPM V-171)

12. Add the information that the missing/removed pages notice may be inserted at the bottom of the preceding pages in the document and does not require a separate sheet. Add that the note field should describe what was removed. (EPM V-172)

13. Add that artwork/drawings on separators should be retained and such separators are not to be considered extraneous or superfluous pages. (EPM V-173)

14. The Reproducibility Guidelines (page 24, Cut and Paste) contradict the impression given in the EPM that undersized pages are acceptable and are not a filming problem. (EPM III-16 and V-175) It would help to clarify these instructions.

Reproduction Releases.

Once a clearinghouse submitted a document without a reproduction release, a form letter explaining the project and requesting a reproduction release was sent immediately to the author/contributor. Despite this effort, approximately 100 documents were awaiting the return of the reproduction release throughout the project. In some cases two or three mail requests were made in addition to followup

telephone calls.

In general, telephone contacts yielded more acquisitions than letters because they provided an opportunity to explain ERIC and the Practice File, were not as impersonal as a letter, and provided the contributor a chance to ask questions and address any immediate or personal concerns. Telephone calls proved most effective in correcting problems such as locating the appropriate person to complete and sign the reproduction release; explaining Level 2, which yielded more documents for the Practice File; and explaining the sections of the reproduction release form that must be completed, including the "Pub Date" which was repeatedly misunderstood and left blank.

Clearinghouse Cooperation.

In the initial stages of the project, some clearinghouses voiced confusion and concern over what would become of ERIC processing procedures. They pointed out that explanatory information was too lengthy (e.g., Acquisitions and Selection Plan) and that in many cases their processing and acquisitions staffs were not receiving all materials mailed to clearinghouses because these communications were addressed to the clearinghouse Directors and often remained on the Director's desk.

Practice File staff remedied these problems by establishing a processing/acquisitions contact at each clearinghouse and mailing all necessary Practice File information to this contact person as well as to the clearinghouse Director. A simplified outline of "How to Submit Documents to the Practice File" was sent to all contacts and in future correspondence the focus was on brief, to the point, practical information.

Project start up was slow. Of the 417 documents acquired in August, 1983, 278 were acquired by PF staff, 70 by SSEC/ERIC/ChESS (subcontractor) and 69 by the 15 remaining clearinghouses. By the end of August, six clearinghouses still had submitted no documents to the Practice File. By December, 1983, of the 315 documents acquired that month, 192 were contributed by PF staff, and 123 by the 16 clearinghouses. At the end of the project, a total of 2,548 documents had been acquired, 1,523 by PF staff, 1,025 by the 16 clearinghouses. The number of documents submitted by individual clearinghouses ranged from 13 to 118 documents over the course of the project. (Appendix F)

4.4.4 Costs

Unit costs for Practice File documents are as follows:

	# of Documents	Total Cost	Unit Cost
Acquisition	2,548	$ 6,834.	$ 2.68
Selection/Rejection	2,548	9,757.	3.83
Processing			
SMERC	820	64,804.	79.02
SSEC/ERIC/ChESS	414	16,879	40.77
	1,234		

Unit costs for acquisitions, selection and processing of Practice File documents were somewhat different from those incurred by SSEC/ERIC/ChESS for regular ERIC documents. We are assuming that unit costs for SSEC/ERIC/ChESS are somewhat typical of the average ERIC clearinghouse. Differences in costs for Practice File documents may be accounted for in several ways:

1. Costs for acquisitions included phone calls and form letters primarily. The per unit cost was $2.68. However, the acquisition and selection plan, form letters, and names and addresses of potential acquisition sources, were already in place by the time acquisitions, selection and processing began; consequently our per unit costs were lower than those of SSEC/ERIC/ChESS for regular ERIC input.

2. Costs for selection included selection, assigning documents to appropriate clearinghouses, and obtaining reproduction releases. The per unit cost was $3.83, which is somewhat lower than that of SSEC/ERIC/ChESS for regular ERIC input. Reasons for these lower costs include: (1) Many of the documents acquired and selected for the Practice File were shorter than traditional ERIC input, and selection decisions could be made more rapidly; and (2) several sources submitted dozens (or hundreds) of documents and "same source" documents make selection criteria easier to apply.

3. Costs for processing included cataloging, document preparation, indexing, abstracting, proofing, typing and transmission. The per unit cost was $79.02. Many of the documents were unusual in nature and were not covered by the ERIC Processing Manual rules. Consequently, cataloging and document preparation costs were high. For the most part, the "problem" documents generally were retained at SMERC for processing and the more traditional documents were sent to SSEC/ERIC/ChESS for processing. Consequently, the SSEC/ERIC/ChESS processing costs were lower, and more closely in line with traditional ERIC costs for processing RIE documents. Reasons for higher costs for processing at SMERC include: (1) salaries at SMERC are higher than

those at most clearinghouses; and (2) many douments required a good deal of document preparation.

4.4.5 Using a Word Processor for Indexing and Abstracting.

One Practice File staff member was allowed the opportunity to experiment with the word processor for indexing and abstracting. The initial reaction was that it would be more trouble than it was worth to learn how to do it, but over a period of several weeks, a system was developed and refined. The initial step was to compose a rough draft of the abstract on the word processor. The next step was to assign the indexing terms. Each resume was assigned to a separate file with the file name being the Clearinghouse Accession Number. The resume was then printed and passed along to the editor. The editor made any necessary corrections in pencil and passed it along to the secretary. The secretary made the corrections on th ord processor and added the cataloging information to the resume. In cases where a series of documents had identical or very similar cataloging information, cataloging was entered for the first resume and reused for subsequent documents.

Time saved in composing the abstract at the word processor ranged from 15-30 minutes per document. Without the word processor, an average document took between 1 and 2 hours to index and abstract, so the time saved was significant. Time saved by the secretary was another 10-15 minutes. Time saved in proofreading was yet another 10-15 minutes. (Time was saved by the secretary in not having to type the indexing and abstracting over again; time was saved in proofreading because the indexing and abstracting had already been proofed several times in the course of composing and correcting.) The total time saved using the system described above was from 30 minutes to an hour per document.

It is reasonable to assume that if cataloging and editing were done directly on a word processor, additional time savings would be realized. If the cataloger used the word processor initially, then it would become unnecessary for the secretary to retype it. In cases of a series of documents having similar or identical cataloging information, it would be easier and faster for the cataloger to reuse the information already input than to rewrite it each time on the cataloging sheet. Also, the cataloger could keep commonly used institutions, sponsors, notes, etc. on a disk and call them up when needed. He/she would not need to look up the institution/sponsor code in the Source Directory each time, nor would he/she need to type out the code and name each time.

Editing at the word processor would also save significant time, although this would vary with the amount of editing required. In cases of one or two minor corrections, the time savings would be insignificant. In cases where a substantial rewrite is required, however, as much time conceivably could be saved per document as is saved in composing the abstract. The word processor also has the

advantage of allowing the editor quickly and easily to try out different words and sentence structures and to see them in print rather than in scribbles.

5.0 INTEGRATING THE PRACTICE FILE INTO ERIC.

5.1 Acquisitions List.

To assist clearinghouses in acquisitions efforts for practitioner-oriented documents and to facilitate the integration of the Practice File into ERIC, lists of productive acquisitions sources were compiled for each of the 16 clearinghouses. (Appendix Q)

Where possible, the name of a contact person was included. Where Practice File documents acquired from the listed sources fell into the scope of more than one clearinghouse, the source was listed for each appropriate clearinghouse. If clearinghouses contact these sources, care should be taken to coordinate acquisition efforts among clearinghouses in order to avoid one source being contacted by multiple clearinghouses. Not all productive sources of documents are included here (e.g., the Iowa Area Education Agency 7 Teacher Center project is now defunct); however, any organizations which have been helpful in the past and may perhaps be helpful in the future have been included. In some cases, the sources listed already are covered by the clearinghouse under whose name the source appears; this was done to let the clearinghouse know that this was a productive source and perhaps should receive special attention.

5.2 Document Distribution.

The following table indicates the number of practitioner-oriented documents returned to clearinghouses for processing once processing for the Practice File had been completed. It includes documents that had been partially processed by the end of the project, as well as new documents that were submitted after processing for the Practice File had stopped.

Practice File Documents Returned to Clearinghouses

EA	28	RC	7
EC	7	SE	13
CS	8	SP	2
CE	4	SO	16
FL	16	TM	2
IR	4	UD	16
PS	6		129

6.0 PROJECT EVALUATION

6.1 Introduction.

The Practice File evaluation plan involved data collection and analysis using several methods. These methods included on-site observation; semi-structured, open-ended interviewing; and structured data collection through client search request forms and search evaluation cards. The evaluation plan allowed for maximizing information on a number of dimensions of the Practice File operation. Analyzed were the following aspects of the project:

- -site characteristics and operation
- -data on all Practice File searches conducted
- -initial client reactions to the searches as reported on evaluation cards
- -in-depth client interviews about searches received
- -perceptions of the Practice File project operation by ERIC clearinghouse staffs
- -searcher characteristics and their assessment of the Practice File

In the sections that follow each of these aspects of the Practice File evaluation is described and an analysis of evaluative information is presented.

6.2 Nature of File Tested.

The National Education Practice File is comprised of five components. (1) The Official Practice File includes 1,234 documents acquired and selected specifically for the Practice File. Input of these documents began in September 1983; document resumes appear in Resources in Education beginning in the December 1983 issue. (2) The Core File includes 14,470 documents already in the ERIC system reviewed and tagged with the Target Audience tag, PRACTITIONERS. These documents are primarily from July 1979 through April 1983, and were searchable on DIALOG by mid-October 1983. (3) The Expanded Core File includes 13,235 additional documents in ERIC reviewed and tagged with the Target Audience tag, PRACTITIONERS. This expanded core file was the result of a second computer printout which attempted to locate "timeless" practitioner documents and extended back in time to July 1975. Technical problems at DIALOG, however, prevented searching of this body of documents during the Practice File test phase. (4) Practitioner-oriented clearinghouse input includes practitioner-oriented documents acquired, selected and processed by the ERIC clearinghouse system during the development of the Practice File. Although these documents carried the Target Audience tag, PRACTITIONERS, they were not "officially" a part of the Practice File project; however, such documents appeared in searches of the File. (5) Practitioner-oriented CIJE documents comprise the final component. The Practice File staff tagged practitioner-oriented CIJE documents with the Target Audience tag, PRACTITIONERS. The computer search of CIJE was completed in June 1984, and the tagging was completed by mid-September, 1984. Consequently, there are CIJE citations tagged with PRACTITIONERS, but were not part of the Practice File during the test phase.

6.3 Site Characteristics and Operation.

In September of 1983 representatives from each test site met at the SMERC offices in Redwood City to learn about the nature of the Practice File and how the field tests were to be conducted. As part of these meetings, each site was asked to describe briefly how it provided services to its clients. Described here are the operations of the Wayne County Intermediate School District (referred to hereafter as Wayne County); the Iowa Network for Obtaining Resource Materials for Schools, Iowa Department of Public Instruction (INFORMS); the New York City Teacher Centers Consortium (NYCTCC); the San Mateo Educational Resources Center (SMERC); and the ERIC Clearinghouse for Social Studies/Social Science Education, located at the offices of the Social Science Education Consortium, Boulder, Colorado (SSEC/ERIC/ChESS). The first three sites were considered primary test sites for the Practice File; however, SMERC and SSEC/ERIC/ChESS also participated in the Practice File evaluation.

6.3.1 Wayne County. The Wayne County Intermediate School District is an Educational Service Agency serving 36 school districts (both public and private), 465,000 students, and 25,000 professional staff. It has been in operation since 1965. The information services (called Professional Resource Center Network - PRC) section of Wayne County provides over 2,000 computer searches per year. The major search service vendor is DIALOG Information Services. Most searches are negotiated by phone directly with the client. Clients receive a copy of each computer printout, selected documents from the printout (in either hard copy or microfiche), and any human or agency resource referrals thought appropriate to the client's search request.

6.3.2 INFORMS. INFORMS, which began in 1971, is a state education agency serving the entire state of Iowa. It provides information services through a network of 16 Area Education Agencies through a linking agent system to over 440 school districts serving over a half million students. Most searches are received via mail from a linking agent. The major search service vendor is DIALOG. INFORMS completes about 2,000 searches per year, and sends out close to 20,000 documents (microfiche, journal articles) annually. Upon receipt of a search, the client checks off the desired ERIC documents and journal articles. The list is sent to INFORMS and duplicate copies of microfiche and photoduplicated copies of the journal articles are sent to the client.

6.3.3 NYCTCC. NYCTCC began operation in 1978 and since 1980 has been a consortium of the United Federation of Teachers (AFT), the New York City Board of Education, and institutions of higher education in New York City. It serves the entire city of New York--over 80,000 educational personnel at 900+ schools with about 1,000,000 students. NYCTCC began computer searching a short time ago (two years), providing 130 searches in the 1982-83 school year. Until the Practice File test site operation, NYCTCC clients received a computer printout (NYCTCC uses DIALOG), a list of available microfiche collections in New York, an explanation of the search and how to use it, and an evaluation form. During the Practice File test period, NYCTCC clients received the same kind of information that SMERC clients received. (See SMERC description below.)

6.3.4 SMERC. SMERC began operations in 1967, serving San Mateo County (California), other California counties on a contract basis, and out-of-state agencies (e.g., Alaska SDE, Portland Public Schools), also on a contract basis. Most searches are received by mail at SMERC via linking agents, or by telephone. Few searches are done with the client present. SMERC completes approximately 12,000 searches per year using DIALOG Information Services, which gives a considerable discount on the search service. SMERC provides a complete package of information for its clients. Searchers analyze the computer printouts and select from them the most pertinent journal articles and microfiche documents. The articles chosen are photocopied and the microfiche are duplicated, packaged and sent to the client, along with the computer printout, other reference information, and a letter of explanation. For its contract clients, SMERC provides ongoing linking agent training.

6.3.5 SSEC/ERIC/ChESS. SSEC/ERIC/ChESS, as part of the nationwide network of ERIC clearinghouses, serves a national client group of social studies educators. In addition, it serves Standing Order Customers (those that maintain ERIC microfiche collections) in Wyoming, Colorado, Utah, Oklahoma, and Arizona plus educators on its news bulletin mailing list (about 3,000). It began operation in 1970 and began computer searching using DIALOG in 1974. SSEC/ERIC/ChESS performs about 200 searches per year and answers over 2,000 client information requests. When a search is performed, usually from a mail or telephone request, the client receives a computer printout, a list of nearby microfiche collections, an explanation of how to use the search information, and an evaluation form.

6.4 Data Analysis: Test Site Search Requests.

All test sites were required to fill out a standardized form for each Practice File search performed. (See copy of Search Request Form in Appendix H.) The form was coded so that it could be easily keypunched and the data run on computer using an SPSS (Statistical Package for the Social Sciences) program. Final data processing of those search requests received by the Social Science Education Consortium as of May 14, 1984 was completed by June 15, 1984. Any search request forms received after that date are not included in this analysis.

Four of the test sites, Wayne County, INFORMS (Iowa), New York City Teacher Centers Consortium (NYCTCC), and the San Mateo Educational Resources Center (SMERC), conducted searches of both the ERIC database and the Practice File to meet client requests. Thus, clients received journal citations, ERIC Document (ED) citations, and Practice File (also ED) citations. The Practice File citations were clearly labeled with a bright orange sticker and explanatory Practice File information. In addition, the Practice File citations were accompanied by a bright yellow Initial Search Evaluation card. (See sample search packet in Appendix R.) It should be noted that even with appropriate labeling of the Practice File citations, the likelihood existed that clients would not be able to distinguish Practice File documents from ERIC documents when using the citations. In preliminary telephone interviews with search recipients, conducted in March 1984, this proved to be the case.

The data from the four sites' Search Request Forms indicate that in 83.8% of the searches performed by the four sites, there were ERIC citations accompanying the Practice File citations. SSEC/ERIC/ ChESS conducted searches of the Practice File only, using similar explanatory information when sending the search results to clients.

When the test sites were selected, it was anticipated that each site would perform about 100 searches of the Practice File. Table 1 below shows the number of searches performed by each site during the test phase.

Table 1
Number of Searches Performed
During Test Phase by Site

Site	No. Searches	% of Total
1 - Wayne County	90	16.0
2 - INFORMS - Iowa	109	19.4
3 - NYCTCC	96	17.1
4 - SMERC	34	6.0
5 - SSEC	234	41.6
TOTAL	563	ROUNDED TOTAL 100.1

In examining Table 1, Wayne County, INFORMS, and NYCTCC met the 100 search requirement; SMERC fell considerably short of the 100 search target; SSEC/ ERIC/ChESS far exceeded the target. The number of searches conducted by SMERC during the life of the Practice File project was low for two reasons: (1) Due to the revised timelines of the Practice File project, the project test site phase coincided with a lengthy and thorough evaluation of SMERC searches in its home county of San Mateo. It was believed that intermixing Practice File searches and Practice File evaluation forms with traditional SMERC searches and SMERC evaluation forms would confuse the clientele. Consequently, SMERC did not enter into the test site phase of the project as quickly as it would have otherwise. (2) Practice File staff at SMERC were intimately aware of the technical problems with tagging the "new" Practice File documents and the "expanded core" of the Practice File, and wanted to delay sending Practice File searches to clientele until these technical problems were solved. As it turned out, the problems were not solved during the evaluation phase of the Practice File.

The main reason for the total of 234 searches performed by SSEC/ERIC/ ChESS (41.6% of all test searches) is that SSEC/ERIC/ChESS worked closely with Boulder (Colorado) Valley Public Schools in advertising free Practice File searches for the period February 15, 1984 - April 30, 1984. In addition, SSEC/ERIC/ChESS advertised free Practice File searches to its assigned Standing Order Customers and to its newsbulletin recipients.

The data analysis presented here will focus on source of receipt of the search requests, the grade level distribution of the requestors, the primary professional position of the requestors, the search topics requested by clearinghouse scope area, the types of materials requested,

and the planned use of search information. No useful information was received on how clients first found out about ERIC and/or the Practice File

6.4.1 Source of Receipt of Search Requests. Table 2 shows the percentage distribution of the source of receipt of the search requests by test site.

Table 2
Percentage Distribution
Source of Receipt of Search Request by Site

Source/	Wayne Co. N = 90	INFORMS N = 106	NYCTCC N = 82	SMERC N = 34	SSEC N = 217	Overall N = 529
Mail	1.1	.9	0.0	0.0	74.7	31.0
Phone	86.7	6.6	19.5	73.5	20.7	32.3
In Person	12.2	5.7	56.1	2.9	4.6	14.0
Linking Agent	0.0	86.8	24.4	23.6	0.0	22.7
TOTALS	100.0	100.0	100.0	100.0	100.0	100.0

An examination of Table 2 reveals the differences by which each site serves its clients. Most of Wayne County's requests are received by phone (86.7%), while INFORMS receives most of its requests through a linking agent (86.8%). Over half (56.1%) of the NYCTCC site received its requests in person followed by receipt of its requests through a linking agent (24.4%) and by phone (19.5%). About three-fourths (73.5%) of the SMERC requests were received by phone; about one-fourth (23.6%) were received through a linking agent. Close to three-fourths (74.7%) of SSEC's requests were received by mail and about one-fifth (20.7%) were received by phone.

6.4.2 Grade Level Distribution of Requests. Table 3 shows the grade level distribution of all search requests.

Table 3
Percentage Distribution of
Search Requests by Grade Level of Request
All Sites
N = 538

Level	Percentage
Pre-K	1.9
K-3	5.6
4-6	10.6
7-9	13.4
10-12	17.7
Postsecondary	10.2
Multiple Levels	11.0
No Information	29.6
TOTAL	100.0

The pre-kindergarten and primary levels accounted for 7.5% of all requests. The greatest number of requests were at the senior high school level (17.7%), followed by requests at the middle/junior high school level (13.4%). A little over ten percent (11.0%) of the requests were for information on multiple levels.

6.4.3 Requesters' Primary Position. Table 4 shows the percentage distribution of the search requesters by their primary professional position.

Table 4
Percentage Distribution of
Search Requesters Primary Position
All Sites
N = 518

Position	Percentage
Elementary Teacher	20.3
Secondary Teacher	21.2
Administrator	9.5
Librarian	3.9
Counselor	2.5
Student	2.3
Coordinator/Consultant	9.5
Professor	9.5
Agency Person	7.1
Other	11.3
No Information	2.9
TOTAL	100.0

It is noteworthy that over half (51%) of the requesters were either K-12 teachers or school administrators. These individuals are thought to be the primary users of the Practice File. Only a small percentage (3.9%) of those making requests were librarians--those who might be expected to serve in a linking capacity.

6.4.4 Search Topics Requested. All search topics listed on the search request forms were coded by ERIC clearinghouse scope area. These results are in Table 5 below for the four sites combined and SSEC/ERIC/ChESS separately with an overall result shown.

Table 5
Search Topics Requested by Clearinghouse Scope

Clearinghouse	N = 293 Four Sites %	Rank	N = 177 SSEC %	Rank	N = 470 Overall %	Rank
Adult-Voc Ed (CE)	2.7	11	4.0	10	3.2	10
Counseling (CG)	6.8	8	3.4	11	5.5	8
Ed Mgmt (EA)	9.6	4	5.1	7	7.9	5
Early Child (PS)	7.2	7	4.5	8	6.2	7
Handicapped (EC)	15.4	1	5.6	5	11.7	2
Higher Ed (HE)	0	14x	7.3	3	2.8	12
Info Resources (IR)	6.5	8	5.6	5	6.2	7
Jr. College (JC)	0	14x	1.7	13x	.6	15x
Lang-Linguistics (FL)	5.5	10	3.4	11	4.7	9
Reading-Comm (CS)	8.9	6	6.2	4	7.9	5
Rural-Sm. Sch. (RC)	0	14x	1.7	13x	.6	15x
Sci-Math-Env (SE)	9.6	4	13.6	2	11.1	3
Soc Studies (SO)	14.0	2	31.1	1	20.4	1
Tchr Ed (SP)	10.2	3	4.5	8	8.1	4
Tests-Eval (TM)	2.4	12	1.7	13x	2.1	13
Urban Ed (UD)	1.4	13	.6	16x	1.1	14x
TOTALS*	100.2		100.0		100.1	

* Totals vary due to rounding
O Circled numbers show highest ranking
#X Shows lowest ranking

In the four sites, the three top scope area requests were handicapped and gifted, social studies, and teacher education, while the three least requested scope areas were higher education, junior colleges, and rural and small schools. Of the searches performed by SSEC/ERIC/ChESS, the three top request areas were social studies, science/math/environmental education, and higher education with the least requested areas urban education, tests/measurement/evaluation, rural and small schools, and junior colleges. This result is not too surprising since ERIC/ChESS is the social studies clearinghouse and a number of higher education personnel are on the ERIC/ChESS mailing list. Overall, the top three request areas were social studies, handicapped and gifted, and science/math/environmental education. Urban education, rural and small schools, and junior colleges were the least requested scope areas overall.

6.4.5 Types of Materials Requested. The search request form listed 20 types of materials that searchers could indicate were needed by their clients. Searchers were asked to indicate all of the materials types that applied to a given search. These same 20 materials types plus others were also presented to the Working Group of professionals in Phase I of the project. Table 6 below shows a comparison of the materials types requested in actual searching and the Working Group ranking of these same types of materials. Only the top 12 ranked materials types are shown.

Table 6
Rank Order of Material Types Requested
vs. Working Group Ranking
Top 12 Rank

Material Type	Working Group Rank	Requester Rank - 486 Searches
Administrator Guides	15	12
Annotated Bibliographies	10	6
Curriculum Guides	8	3
Fact Sheets-Ready Reference	10	11
Games/Puzzles	10	9
Handbooks	28	10
Learning Activities	2	5
Lesson Plans	9	9
Promising Practices	1	7
Research Summaries	7	1
Research Syntheses	7	2
Resource Materials	5	4
Units of Study	3	8
Journal Compilations	5	--
Software/Hardware Evals.	4	--
Worksheets	10	--

In all but two cases, the actual requests and the Working Group ranking appear in the top 12 ranking. Administrator guides and handbooks were ranked 15th and 28th respectively by the work group and were 12th and 10th respectively in the actual searches conducted. The Working Group ranked journal compilations (5th), software/hardware evaluations (4th), and worksheets (10th) in the top 12. None of these three document types appeared in the top 12 in the actual searches conducted. It should be noted that requestors were unaware of the availability of journal compilations.

There are some noticeable differences in the actual rank ordering comparing the Working Group ranking with the actual request ranking. While the Working Group ranked research-related materials (research summaries and research syntheses) 7th, in actual searches requested these types were the top two. Curriculum guides were 3rd in the actual search requests and were ranked 8th by the Working Group. Promising practices and learning activities were ranked 1st and 2nd respectively by the Working Group; in the actual searches conducted these two document types ranked 7th and 5th respectively.

6.4.6 Planned Use of Search Information. The search request form asked searchers to indicate the primary way in which the client planned to use the information received. Only one use could be circled. If that use could not be determined, the searcher was to circle the "no information" category. These results are shown in Table 7 below.

Table 7
Percentage Distribution of
Planned Use of Search Information
All Sites
N = 507

Planned Use	Percentage
School Site/Classroom Practice	46.9
Curriculum Development	12.3
Speech/Paper	1.0
Course Requirements	2.6
Professional Development	3.9
Other	6.3
No Information	27.0
TOTAL	100.0

Almost half (46.9%) of the search information was to be used at the school site or for classroom practice. Over 12 percent (12.3%) of the information was to be used for curriculum development. Assuming that curriculum development is "practice-related," the combined total of 59.2% of the search information related to "practice" use is noteworthy.

6.5 Data Analysis: Initial Client Evaluation Cards.

Bright yellow, eye-catching Initial Client Evaluation cards accompanied each search sent out by the test sites (see Appendix R). The cards included a postage paid permit and were pre-addressed to SSEC/ERIC/ChESS. Search numbers were printed on each card so specific sites and searches could be identified. The questions called for an easy check-off and could be responded to in less than a minute.

The Initial Evaluation Cards asked for information in the following areas: usefulness of the search, understanding of the nature of the National Education Practice File, clarity of explanatory information on the Practice File, probability of clients' using the Practice File again, and availability for a followup telephone call. The analysis that follows summarizes the responses of the clients who returned the cards.

6.5.1 Rate of Return. Table 8 shows the distribution of the initial search evaluation cards returned by site.

Table 8
Distribution of Initial
Search Evaluation Cards Returned
By Site
N = 165

Site		Number Returned	% Returned
Wayne County		27	30.0
INFORMS		39	35.8
NYCTCC		7	7.3
SMERC		6	17.6
SSEC		86	36.8
Overall	TOTAL	165	29.3

Close to 30 percent (29.3%) of the total 563 cards sent out were returned. This may seem somewhat disappointing, especially since search recipients did not have to pay directly for their searches. However, this return rate is about double the rate of return SSEC/ERIC/ChESS has on a similar card that accompanies its user services question responses.

6.5.2 Search Usefulness. Clients were asked to indicate whether the search they received was "very useful," "somewhat useful," or "not useful." The results by site are shown in Table 9 below.

Table 9
Percentage Distribution of Respondents'
Initial Perceived Usefulness of Search By Site
N = 163

Site	% Very Useful	% Somewhat Useful	% Not Useful	Totals
Wayne (N=27)	70.4	25.9	3.7	100.0
INFORMS (N=38)	63.2	28.9	7.9	100.0
NYCTCC (N=7)	71.4	28.6	0.0	100.0
SMERC (N=5)	40.0	60.0	0.0	100.0
SSEC (N=86)	38.4	52.3	9.3	100.0
Overall	50.9	41.7	7.4	100.0

There were consistently high "very useful" responses to the searches performed by Wayne County and INFORMS (70.4% and 63.2% respectively). Too few responses were received from the NYCTCC and SMERC sites to make a good observation. The searches conducted by SSEC/ERIC/ChESS were rated as "very useful" by 38.4% of the respondents and as "somewhat useful" by 52.3% of the respondents; 9.3% of the respondents rated SSEC/ERIC/ChESS searches as "not useful." In part, the seemingly poor results could be due to the fact that only the Practice File, with approximately 15,000 documents, was searched by SSEC/ERIC/ChESS.

6.5.3 Understanding the Practice File. Clients were asked to indicate whether they understood the nature of the National Education Practice File "very clearly," "a little," or "not at all." These results are shown in Table 10 below.

Table 10
Percentage Distribution of
Respondents' Understanding of Nature of Practice File
By Site
N = 163

Site	% Very Clearly	% A Little	% Not At All	Totals
Wayne (N=27)	44.4	55.6	0	100.0
INFORMS (N=39)	41.0	59.0	0	100.0
NYCTCC (N=7)	57.1	42.9	0	100.0
SMERC (N=5)	40.0	40.0	20.0	100.0
SSEC (N=85)	58.9	37.6	3.5	100.0
Overall	51.5	46.0	2.5	100.0

For Wayne County and INFORMS over 40% (44.4% and 41.0% respectively) of the respondents indicated they understood the nature of the File "very clearly." There was not sufficient data received for the NYCTCC and SMERC sites to make a good observation. Almost 60 percent (58.9%) of the SSEC/ERIC/ChESS respondents indicated they understood the nature of the file "very clearly." Overall, only 4 out of a total of 163 (2.5%) respondents indicated they did not understand the nature of the File.

6.5.4 Clarity of Explanatory Information. Across all sites, close to two-thirds (64.4%) of the respondents felt the explanation of the Practice File which accompanied the searches was "very clear." Only 5 respondents (3.5%) indicated they felt the explanatory information was "unclear."

6.5.5 Use of the Practice File Again. Clients were asked if they would use the Practice File again. An overwhelming percentage, 94.9%, indicated they would use the File again, while only 8 clients (5.1%) indicated they would not use the File again. These results are shown in Table 11 below.

Table 11
Percentage Distribution of
Respondents' Response on Whether They Would
Use the Practice File Again By Site
N = 158

Site	Yes	No
Wayne (N=27)	100.0	0.0
INFORMS (N=38)	92.1	7.9
NYCTCC (N=7)	100.0	0.0
SMERC (N=4)	100.0	0.0
SSEC (N=82)	93.9	6.1
Overall	94.9	5.1

6.5.6 Availability for Telephone Followup. Clients were asked whether they would be available for telephone followup on the File. Across all sites, 81.0% of the respondents indicated they would be available. This, perhaps, is an indication of a willingness to cooperate with the project.

6.6 Analysis: Client Telephone Interviews.

Staff reviewed the 165 initial response cards which were matched with the appropriate search request forms. The search request forms which showed over 75% Practice File "hits" were selected for telephone interview follow-up. Twenty-eight telephone interviews (17% of the cards returned and 5% of total searches conducted) were completed, representing four sites. (SSEC/ERIC/ChESS was excluded.) This is a sufficient number of responses to make a reasonable assessment of the client reaction to the Practice File.

Clients were interviewed using a structured interview form. Answers were recorded by the interviewer as they were given. Each interview took about 15 minutes. It should be noted that the average time involved in arranging and completing each telephone interview was one hour. The categories of questions centered on information use, effects of the information, use of information by others, document usefulness, followup in obtaining documents, recommendations on the search service, and general comments. (A copy of the Client Telephone Interview Form is included in Appendix S.)

6.6.1 General Observations. Almost all the search requesters interviewed were in positions of leadership. They had a need for information that would be used to improve some aspect of an educational program for which they were responsible. They seemed less concerned about the source of the information or the nature of the database than about the usefulness of the information received. At the time of the interviews six clients had not used the search information, but did have intentions of using the information at some future time.

6.6.2 Information Use. The intended information use in most cases was quite specific. From the interviews, it appeared that the clients were moving readily to action steps in putting the information received into practice. Here are some examples of the specificity of information use.

-Developing new techniques to improve an administrator inservice training program.
-Looking at ways of expanding a paper recycling project for the school.
-Using the information to compile a resource file on conflict resolution.
-Developing an after-school homework center.
-Improving the teaching of thinking skills for juvenile delinquents.
-Improving an industrial arts curriculum in a school.
-Establishing a rationale for student retention that can be communicated to parents.

6.6.3 Effects of the Information. In most cases, interviewees had students in mind as the ultimate benefactors of the information. About half of the interviewees indicated that they had either passed on the information to other professionals or were working with other professionals in program improvement. There was a range of from 1 to 30 of other professionals affected by the information received. In this relatively small sample, the number of professionals affected averaged 15. In almost all cases the effects were related to the intended use of the information. That is, something was improved, established, or developed.

In many cases, clients used additional sources of information related to their information need--e.g., print materials in a resource center, their own personal library. At the time of the interviews it was difficult to assess fully the level of impact related to what the interviewee was trying to accomplish. Here are some representative responses to the impact question:

-Search will be helpful in expanding the project.
-Search will become part of a resource file.
-Search provided information that will be readable by parents.
-If the principal will use the information, it will lead to innovative programs.
-Search provided a broader understanding of the subject area.
-Search helped to organize a plan for further research.

6.6.4 Document Usefulness. In general, the interviewees did not report on the usefulness of the documents by ED (ERIC Document) number. However, they did offer interesting information on usefulness by document type.

From this sample the document types that appeared most useful were promising practices (units of study, guides from other districts/states), research data to back up generalizations or theoretical statements, tests or survey instruments, and "how to" lessons or activities.

Few comments were received on the least useful documents. One difficulty expressed was that some of the documents received did not seem to "fit" with the client request. Another problem expressed was that microfiche is hard to read and the client preferred to read hard copy. Another problem related to the datedness of some of the documents. The client felt that documents from the early 1970s were dated.

Most interviewees could not remember or did not report on the usefulness of full text documents or journal compilations. Two respondents indicated they had used journal material, but they were not sure whether this material had come directly from the search they had received.

In response to a question on what other kinds of materials would be useful, respondents answering felt that while they had a good amount of information, they could use more practical, easy-to-use information. This did not seem to be a direct criticism of the search. Rather, it reflects some feeling that "more" is better. Those indicating a need for other types of information listed nonprint media, textbooks, and dissertations. Very few of these document types are included in the Practice File or the ERIC database.

6.6.5 Obtaining Documents. Of those that indicated they obtained documents (18 respondents), only one had obtained the documents from the ERIC Document Reproduction Service. The others had used the search agency, an intermediate unit, a state agency, or the school district resource center. Of those commenting on the response time to document ordering, it appears that respondents were generally satisfied. Comments included "pleased with response time," "very impressed with service," and "no complaints."

6.6.6 Recommendations on the Search Service. Of those who had followed up on obtaining documents, only two were first time users. Those two respondents were satisfied and would recommend the search service to others in their job category. They liked the systematic organization of the material and indicated that the information laid the groundwork to help get people moving. All other respondents would recommend the search service to others. Here are some representative comments related to reasons for recommending the search service:

-It is a big help.
-It is a way of keeping in touch with what is going on.
-I don't have accessibility to materials in any other way; I would have to go 45 miles to a major library.
-It saves time and gives variety and depth.
-It is a good way to get in touch with obscure information.
-It is an excellent way to get information. Some information is not useful now, but will be useful on future projects.
-It is convenient and shortened my research time.

6.6.7 General Comments. Sixteen interviewees offered responses to the question, "Are there any other reactions or thoughts you have about the search you obtained, the Practice File, or the service you received?" Respondents were very thoughtful in their comments and positive toward the services provided. Here are some representative comments:

-I am very supportive of having it (the service) available.
-The personnel were great. I got extra help I didn't expect.
-I want to get my ideas in the database.
-I will be more specific about my topic next time.
-The people were very cooperative. They worked with me until they understood what I needed.
-I updated my professional skills through the search.
-I am very satisfied; I'll tell other reference librarians.
-Why don't professionals put more documents in? We talk about sharing more than we actually do it.
-This is a scholarly way to keep from burning out.

6.7 Analysis: SSEC/ERIC/ChESS Client Interviews.

Eleven staff members of the Boulder Valley School District came to the offices of ERIC/ChESS during the month of May 1984 to participate in small group, one-hour interviews on the Practice File. Included were one librarian, two consultant/coordinators, one principal, three elementary teachers, and four high school teachers. This distribution of clients is probably representative of the intended Practice File target audience. Four of the 11 had used the ERIC system before. This section of the report summarizes these individuals' reactions to the Practice File. The categories of questions for the interviews were the same as those for the client telephone interviews--information use, effects of the information, use of information by others, document usefulness, followup on obtaining documents, recommendations on the search service, and general comments.

6.7.1 General Observations. Most of the searches for the Boulder Valley people were performed in March and April 1984. Only the Practice File was searched. At the time the searches were performed, the File contained approximately 15,000 documents. Searches were offered to Boulder Valley staff free of charge between February 15 and April 30, 1984.

In spite of the information sent to every professional in Boulder Valley Schools, it was clear from the interviews that the search recipients did not have a very clear picture of the nature of the Practice File. (See Appendix T for a sample of the information packet sent to Boulder Valley personnel.) Those who had searched ERIC before had some expectations of what they would receive from a search. The others clearly indicated they were uncertain about what to expect.

6.7.2 Information Use. The intended use in most cases was very specific and intended to relate to a classroom or school-based problem. At the time of the interviews, three clients had not used the information, stating this was mostly due to lack of time. The others were in various stages of information use, with some moving toward action. Here are two representative comments on the information use question.

I haven't used it (the search). I've read it over and I know what's there. I didn't know exactly what I was looking for. I was unfamiliar with what you did and what was going to come to me. It's taken me some time in reading it to find out what I have here. I've never used a microfiche collection before, although I know what they are. Everything in here that I can use is on microfiche so I thought the best thing I could do was to find time this summer to work on it. It will be a unit for teaching. To tell the truth, it was really hard for me to read it. I thought I was going to get something I could put my hands on. There are a couple of things I can order, but I would like to look at them first. (Elementary School Teacher)

I used it with a group of teachers. I am presently working on a grant project and one of the topics we're working on is immigration. Another topic is comparative law. On immigration I reviewed the materials and showed some of the resources to the teachers. I took a few sample pages (copied from microfiche) and showed them to the teachers. They chose some materials they could use for an article. The search I had done on comparative law wasn't very helpful. There really was not much there. I think the topic was too general. (Curriculum Consultant)

6.7.3 Effects of the Information. Five interviewees indicated that no one had been affected yet (at the time of the interview) by the information, although there was intent to put the information to use. In contrast with the client telephone interviews, the Boulder Valley clients who intended to share the information were planning on sharing it with a fairly small group (one or two others). However, the intended utlimate benefactors of the information were students. Here are some representative comments on intended use.

-I am in a team teaching situation. I will share it with my teammate who is also a second grade teacher.
-Potentially this information will filter down to students, but right now it is used with a group of teachers.
-I have not used it with anyone yet, but ultimately will work with a committee to plan a 9th grade course.
-No one has benefitted directly. It will eventually affect science teachers and students.

In trying to assess the ultimate impact of the information, it was revealed that a number of the searches did not yield exactly the information the clients had wanted/expected. In part, this could be attributed to the size and contents of the Practice File. It is also due in part to the lack of clarity about the nature of the File. Here are some representative comments.

-The search came too late and the documents were just not what I was looking for. I had really expected to get journal articles and didn't get any.
-The search was too broad; it was not really what I was looking for.

-Six to ten teachers would have been affected if the search had been successful in providing the desired information. Perhaps I did not ask the right questions and was not familiar enough with ERIC to do so.

6.7.4 Document Usefulness. Five individuals reported on the usefulness of the documents received by ERIC Document number. In these five cases the most useful documents were guides. In response to the question about the least useful documents, document types were not revealed. Rather, comments on least useful documents centered on the nature of the searches, indicating that they were not on target.

Only one recipient had received a journal compilation and was favorably impressed with it. When the notion of the availability of full text documents and journal compilations was presented and discussed in some detail, all interviewees indicated strong preferences for these two document types. Here are some representative comments:

-I would love to have had full text. It would be much easier to deal with and I don't have to go to the library to follow up. Also, I don't have to deal with microfiche.
-These two types of documents would have been useful, mainly in saving us time.
-Full text would really be helpful to teachers who have little time to track down citations.

In response to the question on other document types that would be useful, there was no consensus among this sample group. Some indicated their preference for hands-on, practical, teacher-developed materials; one client stressed the importance of receiving journal articles as it was felt that journal articles were up to date.

6.7.5 Obtaining Documents. Two interviewees had actually obtained documents from the ERIC Document Reproduction Service. Four others had actually followed up in reading the microfiche. These four had gone either to the University of Colorado (Boulder) library or to the offices of SSEC/ ERIC/ChESS. Three indicated that they probably would not order documents, but would read some microfiche cited. None of those who had obtained documents commented on the speed of the service. One teacher commented, however, that she felt most teachers needed information in a hurry and that this service may not be fast enough.

6.7.6 Recommendations on the Search Service. All but one individual indicated they would recommend the search service to others. The one individual did not comment. Here are some representative comments:

-Yes, the very fast turnaround time was a big plus.
-Yes, but cost might be a factor to many teachers. Keeping a search on file in a school might be a good thing to do from a cost standpoint.
-I would recommend searches of the Practice File now that I understand what it is. It would be especially useful to new teachers.

6.7.7 General Comments. From the general comments, it was clear that the interviewees did not fully understand the nature of the Practice File. However, in the course of the interviews the Practice File operation became much clearer. When asked to offer general comments, the responses were wide-ranging. Here are some representative comments:

-I needed more background on the Practice File and what I could expect to get...and not get. Talking to the searcher by phone may not have resulted in a good search.
-The grant is paying for my searches. I wonder what a single teacher might do if the search had a cost?
-I would like to have more time to discuss the search topic and to narrow the descriptors. As a user I need more background on how to use descriptors and how the system works.
-I wasn't sure what a practitioner was. Now I do, and I think I understand the Practice File.
-The service was really helpful to me and gave me a lot of ideas to go on.

6.8 Practice File Evaluation by Clearinghouse Staffs.

Five clearinghouse directors participated in structured interviews concerning various aspects of the Practice File operation (see interview form, Appendix U). In addition, the nature of the Practice File operation was discussed in depth by clearinghouse staff members from seven clearinghouses and the ERIC Facility in attendance at the Western Regional Technical Meeting held in mid May 1984.

In general, the clearinghouse directors had no overt criticism of the operation of the Practice File project. In terms of the working relationship with SMERC staff, the clearinghouse directors felt the relationship was "OK" to excellent. Two clearinghouse directors felt that the SMERC staff was very responsive and reasonable. The clearinghouse directors generally felt their clearinghouse staffs had made good efforts to cooperate with the SMERC staff in acquisitions and in document submission.

The clearinghouses had done little computer searching of the Practice File. Most of the searching was done to test the file for themselves.

The major concern about the Practice File by clearinghouse directors centered on the nature of the input. Concerns raised were as follows:

-What should be the policy regarding identification of practitioners and the nature of the input desired?
-If it becomes well-known that the ERIC database now accepts short documents, might this not open the flood gates on acquisitions from numerous, and perhaps undesirable, sources, including industry?
-Aren't many of the documents now being entered in the Practice File already appropriate for and necessary to include with normal clearinghouse input?
-What are the criteria for selection? Is there a double standard emerging concerning Practice File materials and ERIC materials?

Clearly, the nature of the input into the Practice File was a major concern of clearinghouse directors and others (see below). This concern is somewhat puzzling as every document in the Practice File was approved by a clearinghouse director or his/her designate.

As reported elsewhere, 1,078 documents were sent to the Practice File staff by clearinghouses. Of this total, 271 were rejected by the Practice File staff as inappropriate for the File, leaving 807 accepted documents. This means that of the final 1,234 documents in the "official" Practice File, 807 (65%) were acquired and selected by clearinghouse staff and approved by Practice File staff. The remaining 427 (35%) documents in the Practice File were acquired by Practice File staff and approved by clearinghouse staff. Thus, every document in the Practice File was approved by a minimum of two professionals--the Practice File director (or designate) and a clearinghouse director (or designate).

At the Western Regional Technical Meeting a member of the SMERC staff made a presentation on the status of the Practice File. Following the presentation, clearinghouse staff members held a lengthy discussion of the Practice File operation. What follows has been summarized from the report of that discussion.

Much of the group discussion focused on the selection of Practice File materials. The consensus of the group was that many of the selected materials were of poor quality. One clearinghouse staff member reported that at a Standing Order Customer workshop the attendees referred to materials included in the Practice File as "what they would expect to find in a vertical file." They considered those materials to be of transient quality not suitable for an archival file. One clearinghouse participant suggested that the SOCs do not perceive the file in the same way that teachers do. There was concern among the clearinghouses that the Practice File materials might trivialize ERIC. However, clearinghouses agreed that the compilations of journal articles were a good addition to the ERIC database.

Another participant correctly pointed out that merging the Practice File with ERIC presented a problem for the project. This was the problem of merging what was conceived of as a separate, testable file with the existing database. This may have resulted in a mixed bag of quality, with regard to "core" file and new file documents. In discussing the concern that Practice File materials were not appropriate, it was also pointed out that ERIC's guidelines had been affected by the Working Group of professional educators who had met to develop specifications for what materials to include in the Practice File. Participants concluded that the major current issue was whether it is desirable to make changes in the database to include Practice File-type documents in the ERIC system.

6.9 Analysis: Interviews of Practice File Searchers.

In April and May 1984, project staff members visited the five sites to interview those doing Practice File searches. Table 12 below gives a summary of the site visits.

Table 12
Site Visit Summary

Site	No. of Visits	No. of Staff Interviewed	No. of PF Searchers	Site Visit By
Wayne County	2	3	1	Clay, Morrissett
INFORMS	2	4	4	Clay, Davis
NYCTCC	2	3	1	Clay, Morrissett
SMERC	1	6	4	Davis
SSEC/ERIC/ChESS	1	4	3	Moray
TOTALS	8	20	13	--

In order to cross check perceptions and to maximize feedback, the test sites, other than those sites doing the contract work on the Practice File, were visited twice. Site visitors were Kathy Clay, Project Director; Jim Davis, Associate Director of SSEC/ERIC/ChESS and Director of the Practice File subcontract operations; Mary Moray, Project Coordinator; and Irving Morrissett, Director of SSEC/ERIC/ChESS. Each visitor spent at least one day at each site. All searchers were given structured interviews. (See interview form in Appendix V.)

The structured interviews elicited information in the following areas: searcher background (e.g., search experience, databases searched, training), usefulness and relevance of Practice File documents, usefulness of journal compilations and full text documents; new kinds of documents to be included in the Practice File; new data elements recommended; separation of the Practice File and the ERIC file; and interest in purchasing a separate Practice File. The summary analysis presented below discusses each of these areas of concern.

6.9.1 Searcher Background. All searchers use DIALOG Information Services, with a few using Bibliographic Retrieval Service occasionally. Few reasons were given for using DIALOG except that of "tradition." A couple of searchers had tried other search services, but felt DIALOG provided the best service and was easy to use.

The average number of years experience in searching by site ranged from one year at NYCTCC and SSEC/ERIC/ChESS to nine years at Wayne County and INFORMS. The average search experience at SMERC was five years. All searchers, but one, had had a minimum of a two-hour DIALOG training course; many had had additional training, either through special consultants coming to the agency or through special courses. Most felt that their best training was "on-the-job." The most frequent databases searched in addition to ERIC included Medline, PsycINFO, Dissertation Abstracts, SocSciSearch, Magazine Index, Microcomputer Index, and NICEM.

Most searchers have had some training in the field of education and thus are familiar with the language of education. Many searchers had three or more years in the classroom (NYCTCC staff over 15 years average) and thus have the knowledge to communicate effectively with school practitioners. This background in education was felt to be particularly important at those sites where searchers deal directly with the client by phone or through the mail with a telephone followup.

6.9.2 Usefulness and Relevance of Practice File Documents. All searchers interviewed thought it was very easy to search the Practice File. They felt that selecting "TA=Practitioners" was a very good limiter in order to determine what was in the Practice File relative to the search request. At INFORMS the searchers began with the "TA=Practitioners" as a limiter; they then looked at titles to determine how to expand or narrow their searches.

From the interviews it was clear that the searchers at the test sites were primarily concerned about serving their clients' needs. Actually testing the Practice File was of secondary concern. Thus, the comments that follow relate mostly to the searching of the Practice File within the context of a complete ERIC search.

Searchers at SMERC generally felt they achieved "success" with the Practice File only about 25 percent time. When a search was successful, these searchers felt the result was excellent. At the time of the interviews the SMERC searchers thought the Practice File database was too small to meet fully the needs of their clients.

Searchers at INFORMS usually were able to retrieve about ten Practice File documents per search and felt this number was not sufficient to meet client information request needs. Thus they went into the larger database in most cases. Early in the project, these searchers were a bit suspicious of the Practice File in terms of usefulness of documents. As they continued to search, they gained more confidence indicating this was a result of knowing the File. In general, these searchers felt that documents in the Practice File were useful and relevant; there were just not enough of them.

Searchers at both Wayne County and NYCTCC generally felt the Practice File documents were both useful and relevant. When they had "hits," they were good "hits." The problem, again, was that there were just not enough documents to fulfill the search needs.

At SSEC/ERIC/ChESS, searchers searched the Practice File only. Their response to the use and relevance question was that the documents were very useful for specific audiences, such as teachers who wanted curriculum guides or worksheets. In general these searchers felt that if the search topic was fairly narrowly practitioner-oriented, the File met the client needs very well. SSEC/ERIC/ChESS searchers (and others) had a number of recommendations concerning additions to the file that will be treated in a subsequent section.

6.9.3 Usefulness of Journal Compilations and Full Text Documents. Searchers at INFORMS and NYCTCC had not had enough experience with either compilations or full text documents to offer any detailed response on the usefulness of these two document types. However, both sites indicate they think including these document types is probably a good idea. The Wayne County searcher thinks these two document types would be "useful additions."

At SMERC the searchers had not had much experience in retrieving either document type. These searchers suspect journal compilations would be useful. They think the full text documents would also be extremely useful, especially if the client is receiving only a printout.

The searchers at SSEC/ERIC/ChESS, who had the most extensive experience in searching the Practice File, felt that full text documents were one of the most useful aspects of the Practice File. Their claim was that practitioners don't have time to look up the documents, find a microfiche reader, and read the documents. Although these searchers did not retrieve journal compilations, they felt they would be very useful, as journal literature often precedes literature put into the ERIC database. (It should be noted that at the completion of the project there were 84 full text documents and 12 journal compilations included in the Practice File.)

6.9.4 New Documents for the Practice File. Across all sites there seems to be a consensus that more practical, hands-on, classroom use materials would be the best kinds of documents to include in the Practice File. Specifically, searchers wanted to see documents containing classroom activities, bulletin board ideas, curriculum guides, and research summaries/syntheses for the busy administrator/consultant.

The SMERC staff made a strong case for applying the Target Audience tag to practitioner-oriented journal articles. INFORMS and Wayne County made a strong case for inclusion of more special education materials. INFORMS also was vigorous in recommending more attention to the arts in the entire ERIC database, including a strong recommendation for an arts/humanities clearinghouse. NYCTCC discussed an interest in the Practice File and/or ERIC trying to solve the problem of access to nonprint media materials, even if these citations are put in at Level 3. SSEC/ERIC/ChESS made recommendations for specific "How To Teach" (the Constitution, industrial revolution, etc.) documents, and materials on technology, including software reviews and technology trends/developments.

6.9.5 New Data Elements Recommended. The following data elements received the strongest endorsement across all searchers interviewed: Full Text; Grade Level--Preschool, K-6, 7-12, Higher Education; Validated/Evaluated Program; and Effect of X on Y (similar to what SMERC calls PRO/CON, meaning Advantages/Disadvantages). In the context of the discussion on data elements, INFORMS and SMERC staffs strongly recommend that "Analytics" not be used at all in the ERIC database. (Except for SMERC staff, searchers were not aware of the change in ERIC policy which

mandates that analytics be available separately. With this change in policy, analytics should no longer cause problems for searchers.) Similarly, INFORMS staff would prefer that no Level 3's be entered into the system. However, INFORMS staff recognizes that this recommendation may be troublesome to implement, given the need to announce certain kinds of documents (e.g., classics).

6.9.6 Separation of the Practice File and the ERIC File. At all test sites the searchers were in agreement that the Practice File should not be separated from the main ERIC database. In general, the searchers felt comfortable with using the "TA=" limiter while searching. The reasons given for not separating the files included (1) lack of confidence at this time in just what the file contains (searchers are concerned about missing something); (2) the concern that there is no good way to get around the problem of duplicates if there are two files; and (3) the fact that the target audience tag has not been applied to journal articles.

6.9.7 Interest in Purchasing a Separate Practice File. Interviewers discussed with the searchers whether they thought organizations would be interested in purchasing the Practice File should it become available through a new, relatively expensive technology. Most respondents really had not thought about a response to this question and felt they could not give an answer. Those that did respond felt that some larger school districts and/or schools might be interested, if the File were complete enough and if potential users could feel confidence in what they were retrieving.

6.9.8 General Observations. It was the general impression of the interviewers that searchers of the Practice File were very supportive of the concept of the Practice File. In this context, the three noncontract test sites (Wayne County, INFORMS, and NYCTCC) also expressed strong support for the ERIC system and its growing sophistication in providing timely, useful information to their clients.

6.10 Conclusions.

Following are 27 conclusions based on evaluative data gathered on the Practice File operation, November 1983-June 1984:

1. If one were to generalize from the users of the Practice File/ERIC database during the test phase, one conclusion is that over half of the users of the ERIC system are currently considered "practitioners."

2. The way in which a search site handles search requests (phone, mail, linking agent) probably has little impact on whether a user would use the service again.

3. The types of materials thought to be most needed by the Working Group, with few exceptions, were very similar to the actual types of materials requested by clients of the test sites.

4. Even though all test sites but one actually did Practice File searches within the context of ERIC searches, close to 60 percent of the searches performed were "practice" oriented.

5. At this stage of development of the Practice File, the File is probably not very useful to clients without additional materials from the larger ERIC database.

6. There is fairly solid evidence that users of the information services at the five test sites do not clearly understand the nature of either the Practice File or of the ERIC system.

7. Across all sites, almost all clients were satisfied enough with the search information provided to use the system again.

8. Practitioner information needs appear to be very specific on school improvement related topics.

9. Recipients of information who are in a leadership capacity have every intention of using the search information received.

10. Information recipients are less concerned with the source of the information in terms of a specific database than with the usefulness of the information received.

11. There is great support by users of search services for a particular local service, but little knowledge of (and perhaps support for) the database searched.

12. If Boulder Valley Schools represent a typical middle size school district, most practitioners who had not had previous acquaintance with ERIC, did not really know what to expect from the information service, and clearly did not know what to expect from the Practice File service.

13. The practitioners using the SSEC/ERIC/ChESS information service actually expected more from the service than just printout information.

14. If the client telephone information is reliable (and the information from Boulder Valley practitioners is reliable), most users of the search services share their information with at least one other person; leadership persons often share the information they receive with numerous others.

15. Those who received either full text documents or journal compilations were favorably impressed. This is particularly true of classroom teachers who say they do not have the time to use microfiche. All searchers felt the full text document input was a worthwhile endeavor. Searchers also felt journal compilations were very useful.

16. Users of the Practice File clearly had in mind students as ultimate beneficiaries when asking for searches. Usually requesters had in mind some specific school improvement that would benefit students.

17. There is a continuing demand for more practical, "how to" documents that could be put to immediate use in the classroom/school.

18. Searchers felt that "TA=Practitioners" is probably sufficient to limit a search to Practice File materials. Thus, it is probably not appropriate at this time to consider the Practice File as a separate file.

19. As presently constituted the Practice File is neither large enough nor does it have a sufficient variety of documents to stand alone in providing a full range of practitioner information.

20. The Practice File is potentially a very important part of the ERIC database and should have even more potential to meet practitioner needs in the future.

21. The data element most needed by the ERIC system is Grade Level. This data element could correspond to the grade level of the population discussed in the document. If full text documents continue to be submitted to the ERIC database, a tag should be applied to these documents to allow a searcher to exclude or include these documents in a search.

22. "Analytics" cause a number of difficulties for searchers who are trying to meet client needs. (Searchers in this project were not aware of the new ERIC policy which mandates that analytics be available separately. This change in ERIC policy should eliminate the problems caused by analytics.) Although Level 3 documents also cause difficulties in meeting client needs, most searchers understand the need for them. However, there would probably be strong support among searchers for making Level 3 documents separate from the rest of the database.

23. There is consensus that the Practice File, presently constituted, should not be separated from the ERIC database.

24. There is very strong support for the Practice File project and the ERIC system, both on the part of ultimate clients and on the part of searchers.

26. The major concern as a result of the Practice File project, and a policy issue that must be addressed as soon as possible by Central ERIC and clearinghouse directors is the matter of selection and input quality. Decisions in this regard will have a significant bearing on how clearinghouses proceed with their acquisitions arrangements.

7.0 RECOMMENDATIONS

The following recommendations are an outgrowth of experiences with, and evaluation of, the National Education Practice File project and should be considered in light of this project. Some recommendations are minor; some would require significant changes in ERIC policy. They fall into three major categories: (1) The Educational Practitioner as Audience of ERIC; (2) Building a Database for Practitioners; (3) Outreach.

THE EDUCATIONAL PRACTITIONER AS AUDIENCE OF ERIC

RECOMMENDATION #1: It is recommended that ERIC clearly define its intended audience(s), with all documents entered into the system justified in light of this defined audience.

RECOMMENDATION #2: It is recommended that ERIC locate new sources and re-activate old sources of documents targeted for the practitioner. Assuming that ERIC includes the school-based or classroom-based educational practitioner in its intended audience, additional practitioner-oriented documents need to be acquired, to supplement those already in ERIC. Practice File staff found that the networks developed by the three Practice File test sites were excellent sources of new documents. These three test sites were also active providers of information to their practitioner clientele. Other excellent sources of documents were school districts and county offices of education, both of which prepare and provide information for schools. Networks developed by information service providers are a rich source of documents for a database for practitioners, sources which could be profitable for ERIC to tap. Also valuable in terms of document acquisition were personal contacts with sources already assigned to clearinghouses and the ERIC Facility. Since personnel changes take place (both in document-producing organizations and in ERIC clearinghouses), regular contact must be maintained in order to keep acquisitions sources active.

RECOMMENDATION #3: It is recommended that ERIC investigate mounting the Practice File on DIALOG's Knowledge Index and BRS After Dark. ERIC, of course, is already mounted on DIALOG and BRS, but ERIC might want to consider making the National Education Practice File available separately in order to appeal to the layman. With more and more home computer users, it would give ERIC additional exposure to make its practitioner-oriented database accessible to the novice searcher. An alternative would be to promote the strategy to access only the National Education Practice File. Promotional activities could come either through the ERIC System or through DIALOG and BRS.

RECOMMENDATION #4: It is recommended that ERIC clearinghouses

consider using the Practice File as a file partitioning device to monitor the type of input in their scope areas. If a clearinghouse has several scope areas, the Practice File could be searched to determine balanced coverage in these scope areas, and to determine areas in which acquisitions should be increased.

RECOMMENDATION #5: It is recommended that consideration be given to funding an additional evaluation of the Practice File in six or eight months. The evaluation of the Practice File was difficult for a number of reasons: (1) Due to loading and hardware problems, the searchable database was about half the size initially anticipated; (2) Few compilations of journal articles were available in the File; (3) Test sites were unwilling to search the Practice File only, resulting in a lack of sound evaluative data that reflected on specific use and usefulness of the File. In a new evaluation project these obstacles could be overcome. Aspects of a new evaluation could be similar to the current project evaluation, including desired types documents, nature of file user, search topics, client use pattern, and client satisfaction with the search package.

BUILDING A DATABASE FOR PRACTITIONERS

The goal of the National Education Practice File was to develop an information file specifically targeted to the needs of practitioners. Evaluation data presented in Table 6 (Page 53) shows that information requests by practitioners closely matched the material types identified and defined by the Working Group. Of those practitioners returning evaluation cards, 94.9% indicated they would use the Practice File again. Interviews with search recipients confirmed the views of project processing and searching staffs that practitioners want concise, brief, substantive documents that can be read with a minimum of difficulty. Any type of document, such as a compilation of journal articles or research summary, that saves time for the practitioner is valued.

RECOMMENDATION #6: It is recommended that consideration be given to including full text documents in a file for educational practitioners. Full text documents provide the practitioner with an entire brief, concise, document that is printed both in the computer printout and in the RIE catalog. This method of delivery answers a need of busy practitioners. The Practice File included full text documents up to 500 words in length. It would be preferable to include even lengthier documents.

RECOMMENDATION #7: It is recommended that compilations of journal articles continue to be included in a file for practitioners. Compiling multiple conceptually related materials into one document eliminates the necessity for the client (or information service provider) to go to multiple journals (or libraries) in order to find all the journals which contain relevant information on a specific

topic.

RECOMMENDATION #8: It is recommended that short documents be included in a file for practitioners. The quality of a document rather than the length or format of a document should determine selection or rejection.

RECOMMENDATION #9: It is recommended that grade level be added as a data element. A grade level data element would enable a computer searcher to partition off relevant materials for the practitioner quickly, easily, and cost-effectively. The grade level data element could correspond to the grade level of the population discussed in the document.

RECOMMENDATION #10: If the full text of some documents continue to be included, it is recommended that a tag be applied to these documents to allow a searcher to exclude or include these documents in a search. Through the use of this tag, the file could be partitioned easily into full text documents vs abstracted documents. As a result of recent advances in technology, full text databases have emerged as an exciting new trend in online information databases.

Outreach

To those knowledgeable about ERIC--microfiche collection holders, information service providers, school librarians--the ERIC database is highly regarded. ERIC is also the most widely used database in the field of education. With the increasing use of the microcomputer and the need for immediate access to databases on the part of practitioners, there is a need for ERIC to make itself more visible and more clearly understood.

In the evaluation of the National Education Practice File, it was discovered that end users were loyal to the information service providers (INFORMS, SMERC, NYCTCC, etc.) which provided them with information, but not necessarily loyal to those who produced the databases (ERIC, Psych Abstracts, etc.) used by the information service providers. These end users wanted useful information and expressed support for the search service which provided it. In most cases, the database searched was ERIC and/or the Practice File. Information service providers might develop more loyalty to the database producer (ERIC) if more effective communication channels were developed. Throughout the Practice File evaluation experience, end users and information service providers pointed out that there were few effective channels whereby the ERIC system communicated with its clients. Nor was there evidence that there were open channels whereby the clients, especially information service providers, could communicate with ERIC.

RECOMMENDATION #11: It is recommended that the ERIC system consider

the development of a sensing network. This network might consist of major information service providers, university-based users, and a representative sample of end users. Communication mechanisms would need to be developed carefully in order to be useful to ERIC and to have the network members feel they were being listened to. A subset of the sensing network could become a National Advisory Board to Central ERIC and to NIE. This Board would meet periodically (perhaps twice a year) to communicate concerns to CERIC, to review samples of input, and to learn about new ERIC developments.

RECOMMENDATION #12: It is recommended that an ERIC hotline be established. Any ERIC user could use the hotline to clarify matters related to search strategy development, perceived holes in the database, document submission, availability of search services, availability of microfiche collections, microfiche sources, new descriptors, etc. In addition, the hotline could be used to receive complaints and to listen to suggestions for system improvement. To be effective, of course, sufficient resources would have to be allocated to the hotline to enable follow-through and action where necessary.

RECOMMENDATION #13: It is recommended that a review be undertaken to determine who does and who does not receive information about the operation of the ERIC system. Perhaps information currently received by the clearinghouses via the ERIC Administrative Bulletin also is appropriate for other audiences. Perhaps there is information which might be appropriate for a network of information service providers. Perhaps it would be appropriate to consider assigning "ERIC Ambassadors" to various user groups.

RECOMMENDATION #14: It is recommended that a review be undertaken of all products (videotapes, filmstrips, print materials) which describe and explain the ERIC system. Their use and messages should be clear, and the messages should communicate appropriately. Through these products, the knowledge of and image of ERIC should be improved and enhanced.

CONCLUSION

It is clear that ERIC is a powerful and useful system for disseminating needed information to the educational community, yet it needs continuing client support. It is the belief of National Education Practice File staff that by keeping in mind the needs of the user of the system, ERIC could be even more powerful and useful in the national push for excellence in education.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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APPENDIXES TO THE FINAL REPORT

NATIONAL EDUCATION PRACTICE FILE

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and

San Mateo County Office of Education

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September, 1984

APPENDIXES

A. Report of Working Group Meeting

B. Search Strategy

C. ERIC Processing Manual (Guidelines for Applying Target Audience)

D. Revision in Timelines

E. Acquisitions & Selection Plan, plus Addendum

F. Document Acquisition & Selection Chart

G. Agenda--Field Test Site Training

H. Recordkeeping Forms, Explanatory Materials

I. Full Text Documents (Guidelines for Processing)

J. Sensing Network Survey & Highlights of Results

K. New Acquisitions Sources

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M. Journal Articles Compiled (Guidelines for Processing)

N. Flyers, Letters, Explanatory Materials Used by Clearinghouses

O. 25 Step Processing Plan

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Q. Acquisitions Sources--List

R. Sample Search Packet

S. Client Telephone Interview Form

T. Boulder Valley Information Packet

U. Interview Form--ERIC Clearinghouse Directors

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W. Statistics on NEPF Documents (Target Audience, Level of Availability, Number of Microfiche, Length, Type)

APPENDIX A

NATIONAL EDUCATION PRACTICE FILE

Report of Working Group Meeting

March 1-3, 1983

Washington, D.C.

April, 1983

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INTRODUCTION

The purpose of the National Education Practice File is (1) to find out from the educational practitioner what types of information would be of value to the educational practitioner, (2) to locate the types of information identified and (3) to make this information easily accessible to the educational practitioner through the development of a computerized file of practitioner-oriented educational materials.

To find out from the practitioner what types of information are of value, a three-day Working Group meeting was held in Washington, D.C. on March 1-3, 1983. A diverse group of educators was selected to participate in the Working Group. Included were 7 teachers, 3 school librarians, 4 school principals, 4 representatives from federal education agencies and 5 representatives from national organizations whch serve building level school personnel. The participants in that meeting are listed in Appendix A. In addition to those listed, there were a number of observer/participants from the National Institute of Education, most notably:

Charles Hoover, Assistant Director
Information Resources, NIE

Patricia Coulter, Project Monitor,
National Education Practice File,
NIE

This report, a collaborative effort of the Project Staff, describes the processes and outcomes of that meeting. It consists of seven major parts:

1. The Process
2. Annotated Agenda
3. Recommendations of Working Group Related to Document Types to be Included in the System Initially and on a Long-Range Basis
4. High Priority Documents
5. Analysis of the Feasibility of Acquiring, Processing & Delivering Identified Document Types
6. Recurring Themes
7. Appendixes

For additional detail, please see the Table of Contents.

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SECTION 1 - The Process

Types of documents which would be of value to the practitioner were identified by the NEPF Working Group at the March 1-3, 1983 meeting in Washington, D.C. Participants in that meeting consisted of 7 teachers, 3 school librarians, 4 school principals, 4 representatives from federal education agencies, 5 representatives from national organizations serving building level school personnel, 3 Information Specialists, The Project Coordinator and the Project Director. (See Appendix A for the list of participants.)

The 3 Information Specialists, the Project Coordinator and the Project Director will hereinafter be referred to as the Project Staff.

Prior to the meeting, the Project Staff analyzed, defined and categorized a wide range of practitioner-oriented materials into 35 categories. The typology which was created served as a basis for selecting examples of actual materials with the designated characteristics. After the typology was developed, the Information Specialists selected from the Educational Resources Information Center (ERIC) and from other sources, examples of materials that fit the various categories within the typology. The actual materials then were organized for examination by the Working Group.

At the meeting the Working Group was charged with completing the following tasks:

(1) Selecting the types of documents to be placed in the Practice File, initially and over a long-range basis.

(2) Development of definitions and criteria to be used in selecting documents.

(3) Identification of acquisitions sources for needed documents.

(4) Recommendation to NIE of a formal title for the Practice File

(5) Generation of information to be used in the development of a sensing network which would provide input on practitioner needs for information and would suggest sources of documents to meet these needs.

To accomplish these tasks, Project Staff structured the agenda so that Working Group members were provided with basic background information and were continually asked for input related to the completion of the tasks.

Although some changes were made in the agenda developed for the meeting (see Appendix B), most changes were minor and involved changing the time allocated for particular sessions.

SECTION 2 - Annotated Agenda

Below is a brief summary of the major blocks of activities undertaken during the three day meeting. Blocks of activities related to a particular outcome of the meeting are grouped together. Any major changes in the agenda occurred on Thursday, March 3, 1983.

Tuesday: March 1, 1983

8:30 - 9:00 Registration

9:00 - 10:30 Welcome Statements by Katherine Clay, Project Director; Manuel J. Justiz, Director of the National Institute of Education; Robert Leestma, AssociateDirector of Dissemination and Improvement of Practice; and Charles Hoover, Assistant Director, Information Resources.

In these addresses to the Working Group, each individual presented his or her perspective on the purpose of the file. Katherine Clay explained the purpose of the file from the perspective of a Project Director, responsible for actual file development. Manuel J. Justiz welcomed the group of practitioners to NIE and indicated the importance of their input into the file's development. Robert Leestma talked about the importance and potential of the file as a dissemination mechanism which would support school improvement activities. Charles Hoover explained the purpose and history of ERIC in meeting information needs of the educational community, and described the relationship of the Practice File to ERIC.

10:30 - 11:30 Brainstorming of the Types of Materials Needed by Practitioners.

During this session the Working Group brainstormed to identify materials needed by practitioners. An extensive list was developed (see Appendix C). In identifying their information needs, the Working Group named types of resources they needed (e.g. lesson plans, curriculum guides) and topical areas of interest to them (e.g. discipline, math anxiety).

11:30 - 1:00 Lunch

1:00 - 3:30 Background Information Sessions on ERIC
Project Staff provided information on the structure of the ERIC system and the types of materials available from it. They also explained that ERIC was not designed for certain purposes (e.g. to meet the specific information needs of specific groups) and discussed the Practice File as a mechanism to meet the specific information needs of teachers and school administrators.

3:30 - 4:45 Introduction of the Working Group.
During this session, Working Group members introduced themselves by stating their names, positions and by describing specific information needs they had. These needs for information were translated into computer search topics and a computerized search of ERIC was conducted for each member of the group at some time during the remainder of the meeting.

4:45 - 5:00 Feedback/Evaluation/Questions.
Participants completed evaluation forms while Project Staff responded to specific questions. Participants were encouraged to make suggestions and to give feedback to Project Staff throughout the day. In addition, at the end of each day, "Feedback/Evaluation/Questions" forms were filled out by participants and left with Project Staff. These forms served as the basis for determining any unfilled needs and the questions were addressed at the beginning of the following day.

Wednesday: March 2, 1983

8:30 - 9:00 Computer searching of Working Group Topics.

9:00 - 9:15 Answering Questions from Working Group.

9:15 - 9:45 Naming of the File.
Project Staff presented a list of potential file titles and provided a brief rationale for each title. Working Group members suggested additional titles. The titles were posted for futher consideration. It was the responsibility of the Working Group to make recommendations only; NIE staff will decide on the title.

9:45 - 10:15 Constraints in Developing a New File.
The Project Director explained the legal, technical and logistical constraints. These included the following:

(1) no copyrighted materials
(2) no materials which are readily available elsewhere
(3) no materials which could not be made available to practitioners from a central source
(4) only document-based materials.

10:15 - 2:45 Identification of Document Types to be Included in the File
Participants in the Working Group were asked to review actual examples of 35 types of documents. Accompanying each document was a definition which described the type of document. Participants were asked to determine which document types would be of most value to them as practi-

tioners and to suggest additional types where appropriate. Based on that consideration, they were asked to rank order the document types indicating which were most needed, desired and suitable and which were least needed, desired and suitable. Participants were also asked to review the definitions for accuracy and clarity (see Appendix D for abstracts and definitions of documents examined.)

3:15 - 3:45 Technical Considerations in Developing the File. Participants were given information and an opportunity to discuss technical issues related to making the file as useable as possible.

3:45 Agenda Review, Evaluation/Feedback, Computer Searching of Working Group Topics.

Thursday, March 3, 1983

8:30 - 9:00 Computer Searching of Working Group Topics

9:00 - 9:30 Answering Questions from Yesterday.

9:30 - 10:30 Report Back to Group on Ranking of Document Types. Project Staff presented the results of the ranking of document types by the Working Group (See Appendix E). To explain the 40 numbers on the ranking chart: There were 35 unique types of documents. However, there were in some instances two examples of the same type. In order to determine the highest priority document types, the rankings were summed across categories of individuals in the Working Group. The lowest total became the #1 priority. The next lowest became the #2 priority. Discussion centered around the documents ranked as highest priority by the group as a whole and around the rankings of subgroups of teachers, administrators, librarians, professional associations and federal representatives. The Working Group then considered reranking of the top 10 document types in light of four new types identified by the Working Group. New types identified included: student guides, legal and court reviews, forms, and statistical information on education. After careful analysis, the Working Group agreed that the new document types suggested were of lower priority than the top ten types identified the day before. The group also agreed that the top ten types would be the focus of acquisitions for the next 1 1/2 years but that documents of lower priority should be considered in future years.

10:30 - 11:30 Subcommittees Meet on Critical Issues.

The Working Group was divided into four subcommittees to consider and make recommendations related to

(1) Quality Considerations in Developing the File
(2) Refinement of Definitions and Criteria
(3) Marketing and Promotion of ERIC and the Practice File
(4) Special Issues which had Surfaced

The recommendations from the subcommittee on Refinement of Definitions & Criteria are interspersed throughout this report. The reports from the Quality Considerations, Marketing & Special Issues subcommittees are included as Appendixes F, G, & H.

12:30 - 1:30 Subcommittees Report Back.

Subcommittees reported back on their topics. Their recommendations had implications for the development of criteria of selection outlined in Section IV and have been incorporated in them.

1:30 - 2:45 Sensing Network and Identification of Acquisition Sources.

Project Staff expressed their interest in identifying individuals and organizations which could provide on-going input on practitioner needs for information. Project Staff also indicated a need to identify sources of documents which would be placed in the file. A list of general sources of acquisitions was developed (See Appendix I) and each participant also listed five specific sources of materials (See Appendix J).

2:45 - 3:00 Wrapup/Evaluation

3:00 - 4:30 Open Forum to Discuss Individual Needs.

SECTION 3 - Recommendations of Working Group Related to Document Types to be Included in the System Initially and On a Long Range Basis

The Working Group carefully analyzed 35 different document types (see Appendix D). In addition, they considered and rejected four additional document types generated by individuals in the Group. The chart which follows summarizes the rankings given by teachers, administrators, librarians and representatives from professional organizations and related federal programs.

Since the project is limited in the time available to acquire and select documents for the file, a decision was made to focus initially on the 10-15 top priority document types. They include:

1 Promising Practices
2 Learning Activity Packages
3 Units of Study
5 Resource Materials
5 Journal Ideas Compiled
7 Research Summaries/Research Syntheses
8 Curriculum Guides
8 Lesson Plans
10 Fact Sheets
10 Games/Puzzles
10 Bibliographies
10 Worksheets

(See section 4.2 of this report for the rationale for expanding the list to 18 document types.)

On a longer range basis, it would be necessary to acquire and select the top 20-30 document types. They are:

1. Learning Activity Packets
2. Units of Study
3. Promising Practices
4. Lesson Plans
5. Fact Sheets
6. Task Cards
7. Games/Puzzles
8. Worksheets
9. Software/Hardware Evaluation
10. Research Summaries/Syntheses
11. Resource Materials
12. Literature Reviews
13. Tests
14. Journal Ideas Compiled
15. Administrative Guides
16. Pictorials
17. Curriculum Guides

18. Bibliographies
19. Readings
20. Simulations
21. Instruments
22. Objective Banks
22. Ready Reference
24. Executive Summaries
25. Policies/Procedures
26. Public Relations Materials
27. Journal Columns
28. Handbooks
29. Book Reviews
30. Proposals

An initial focus on the 18 top priority document types will ensure that the project maximizes the use of its available resources. However, should the file be the success we hope it will be, acquisition of the top 20 - 30 document types could be considered a valuable long-range effort.

The summary of Working Group rankings of the 35 potential document types clearly indicates which documents are most valued and which are least valued. During the Working Group meeting, no documents were totally rejected. In the larger population of educational practitioners, of which the Working Group was representative, one could expect to be able to find a reasonable number of individuals to support any and all of the document types presented. Realizing that, Project Staff structured the meeting in ways which would produce information about the most needed and desired document types.

Recommendations for Acquisitions Arrangements Needed to Acquire Documents for the Practice File

In preparing the agenda, Project Staff decided not to limit new acquisition ideas to documents "not available from ERIC" as described in the Work Plan. Instead, an effort was made to generate acquisitions ideas both for types of materials already accepted into the ERIC system and for new types of materials. This was accomplished in two ways. First a brainstorming session was held to identify general sources of materials for the file. The list (see Appendix I) is divided into four broad classes of acquisitions sources:

(1) Educational Agencies at the Local, State and Federal Levels
(2) Business and Industry
(3) Service Providers
(4) Professional Organizations at the Local, State and National levels

A second effort to identify acquisitions sources consisted of asking Working Group members to list five specific sources to contact (see Appendix J). Project Staff is in the process of following up on those sources. The general acquisitions list plus the list of specific sources will be used in the development of a formal acquisitions plan.

SECTION 4 - High Priority Documents

4.1 Introduction

The purpose of the Practice File is to provide teachers and building level school administrators with information specifically targeted to their needs. A Working Group of teachers, principals, librarians and representatives from professional organizations and related federal programs met to determine the types of materials most needed by teachers and administrators in their school improvement efforts. During the remainder of the current Practice File project, SMERC will work closely with ERIC Clearinghouses to acquire and select practitioner-oriented materials. A specific plan is currently being developed to guide ERIC Clearinghouse Staff in the acquisitions process. This section will describe selection criteria to be applied to documents acquired.

4.2 Types of Documents to Be Selected For Inclusion in the Practice File.

The Working Group was to identify 10-15 high priority document types. However:

1. There was a 4-way tie for 10th place.
2. One of the subcommittees requested that Research Summaries/Syntheses be defined and handled separately.
3. One of the high priority types (Computer Hardware and Software Evaluations) did not meet the criteria/constraints as specified by NIE, ie, that materials for the Practice File cannot be readily available from another source. Since computer hardware and software evaluations are readily available in the RICE (Resources in Computer Education) database, and since the large body of literature/reviews/evaluations in computer software and hardware would preclude anything but the most cursory and superficial coverage in the Practice File, computer hardware and software evaluations were elminiated from the high priority document types.

4. There was a clear discrepancy between the high priority areas as identified by teachers, administrators, and librarians, federal education representatives and representatives from federal agencies.

   Because the Practice File is designed to serve the needs of all practitioners Project Staff decided, for the duration of this project, to focus on: (1) the top ten priority document types as identified by the entire group, plus (2) the top five priority document types as identified by each sub-group. This method resulted in 18 priority document types which have been categorized into four groups:

4.2.1 Materials Which Support Curriculum Development & Classroom Instruction

1. Learning Activity Packages or Learning Modules
2. Units of Study
3. Curriculum Guides
4. Lesson Plans
5. Games/Puzzles
6. Worksheets
7. Pictorials
8. Task Cards

4.2.2 Materials Which Provide Practical Advice

9. Compilations of Journal Articles
10. Promising Practices
11. Public Relations Materials
12. Handbooks
13. Administrator Guides

4.2.3 Materials Which Summarize and Synthesize Information

14. Research Summaries
15. Research Syntheses
16. Fact Sheets

4.2.4 Materials Which Provide Background and/or Support Professional Development

17. Resource Materials
18. Bibliographies

As might be expected, educators are interested in a wide range of types of documents, many of which are not listed above. However, the above 18 types of documents are perceived to be of most interest to the practitioner. Also, frequent users of the ERIC system will quickly recognize that many of the above types can be found in ERIC at present. This report simply suggests that the ERIC system might do well to increase their efforts in acquiring the above types of documents to more adequately fulfill the needs of educators.

4.3 General Criteria For Selection of Practice File Documents

Working Group members repeatedly stressed the need for quality in the documents selected. Although the specific criteria described later in this section attempt to address quality concerns by document types, some general guidelines should be followed if they apply to the type of material under consideration.

Criteria A-D below are the same as those developed for the ERIC system and have been taken from the ERIC Processing Manual, pg. 27 & 28. Criteria E-H below were identified by the Working Group as additional general criteria which should be applied to all documents selected for the Practice File.

4.3.1 Organization: The materials should be organized for ease of use. If they cannot be used, they should not be included.

4.3.2 Content: Content should be accurate and complete, demonstrate a logical development of ideas, and contain up-to-date illustrations and graphs.

4.3.3 Methodology: Materials dealing with instruction should be appropriate for the target group, clear, and demonstrate a logical relationship between basic objectives and activities.

4.3.4 Stereotyping/Bias and Social Inequity: Materials should avoid statements of bias and stereotyping women and ethnic groups and promote fair treatment of people as individuals.

4.3.5 Currency: Documents selected for the file must have been developed within the last three years.

4.3.6 Brevity: Although some documents by their very nature will be longer than others (e.g. curriculum guides will be longer than lesson plans), each document should be organized and written in clear and concise language. Documents which are poorly organized, contain extraneous material or garbled language, are unacceptable.

4.3.7 Evaluation: Materials selected for the file do not have to be accompanied by an evaluation of the materials. In many cases, evaluations will be highly unlikely (e.g. for lesson plans). However, if the material content has been evaluated, the evaluation information should be included.

4.3.8 Teacher Developed Materials: Although the Practice File will not be limited to materials developed by teachers, such materials are highly desirable. If two documents of similar quality are available on a similar topic and if one document has been developed by a teacher while the other one has not, clearinghouses should select the document developed by the teacher.

As is the case with all documents in both the ERIC system and the Practice File, copyright releases must be obtained before the document can become a part of the file.

4.4 Definitions and Specific Criteria By Document Types

4.4.1 Introduction

The Working Group carefully reviewed and modified the definitions for each document type. Those definitions are contained in this section. Also contained in this section is a list of specific criteria for selection for each document type. Some of the specific criteria were explicitly stated by Working Group members; some of the specific criteria were merely suggested by the group; some of the criteria were developed based on the professional judgment of Project Staff. As the ERIC clearinghouses and SMERC staff become more experienced in selecting documents, it is expected that the specific criteria will be refined further. (NOTE: Because Project Staff added additional document types as discussed in section 4.2 of this report, definitions and criteria for the new document types have not yet been developed.)

4.4.2 Curriculum and Instruction Group

4.4.2.1 Learning Activity Packages or Learning Modules

Definition: Packages of self-instructional, subject-related teaching materials for learners, usually containing objectives, directions for use and test items. The packages may be designed for use by students, teachers or school administrators.

Specific Criteria: Learning Activity Packages or Learning Modules should:

(1) Offer logically presented intellectual information which leads the student to high levels of learning
(2) Be written in clear, grammatically correct and understandable language
(3) Be written on topics of current interest to students, teachers or school administrators
(4) Contain clear and concise directions for use of the packet
(5) Require only types of equipment or supplies which are likely to be available in a school or are inexpensive to purchase.

4.4.2.2. Units of Study

Definition: A unit of study within a course or subject field which consists of a series of lessons on a topic and is complete in and of itself. Units of study include objectives, lesson plans, a list of resources needed, and an estimated time period for completion.

Specific Criteria: Units of study should:

(1) state learning outcomes/objectives
(2) provide techniques for presentation
(3) provide an accurate and comprehensive treatment of the subject of the unit
(4) contain up-to-date information on the topic (science and certain social studies topics especially should be reviewed carefully for currency)
(5) offer logically presented intellectual information which leads the student to higher levels of learning
(6) be written in clear, grammatically correct, understandable language.

4.4.2.3 Curriculum Guides

Definition: Documents which include a rationale, statement of goals and objectives, outline of course content, and plans for evaluation of the program and/or students.

Specific Criteria: Curriculum Guides should:

(1) contain statement of philosophy
(2) contain statement of objectives organized by knowledge, skills and attitudes
(3) contain suggested materials and bibliography
(4) contain courses which are sequentially organized and appropriate to students' skill and knowledge levels
(5) be written in clear, grammatically correct and understandable language
(6) reflect accurate, relevant, up-to-date information on the area of study
(7) provide adequate coverage of the area of study

4.4.2.4 Lesson Plans

Definition: A division of a course of instruction, including specific suggestions for developing a topic with teachers' and pupils' roles indicated. Lesson plans generally are subcomponents of a unit of study, designed to cover a single class meeting.

Specific Criteria: Lesson plans should:

(1) stand alone to the extent that anyone can use the plan
(2) contain information or activity ideas for the student which are relevant to achieving the objectives of the lesson
(3) offer logically presented intellectual information which leads to higher levels of learning
(4) be written in clear, grammatically correct, understandable language
(5) require only types of equipment or supplies likely to be available in a school or are inexpensive to purchase

4.4.3 Practical Advice Group

4.4.3.1 Compilations of Journal Articles

Definition: A compilation of material which is conceptually or topically related, excerpted from journals. Articles from the same journal or from more than one journal may be compiled in one document.

Specific Criteria: Compilations of journal articles should:

(1) be made on topics of contemporary interest to building level school personnel
(2) present a variety of ideas about a topic rather than elaborations of the same topic presented in different ways
(3) present practical, workable ideas which are not prohibitively expensive to implement given the resources likely to be available to a teacher or principal
(4) be developed from journals which are written for practitioners, not from journals which view researchers as their primary clients

4.4.3.2 Promising Practices

Definition: Descriptions of activities engaged in by the practitioner which are directed at bringing about effective practices in schools. The document must describe "ways of doing things" that a teacher, administrator, student or community member has tried and judged to be effective.

Specific Criteria: Promising practices should:

(1) provide practical, workable, advice on how to deal with issues or problems faced by school building level personnel
(2) address problems or issues of current concern to educational practitioners
(3) be written in clear, grammatically correct, understandable language
(4) provide easy-to-follow suggestions for addressing an educational concern
(5) not be prohibitively expensive to implement given the resources likely to be available to a teacher or principal

4.4.4 Summarized/Synthesized Information Group

4.4.4.1 Research Summaries

Definition: Materials which summarize a collection of data. The summary can be based on one research study or multiple studies.

Specific Criteria: Research summaries should:

(1) be one to three pages in length. We recognize that the ERIC clearinghouses already collect lengthy research summaries; however, this project will focus on shorter summaries. To be eligible for inclusion in the Practice file in full text, the summaries may not exceed 500 words.

(2) be written in clear, concise, ungarbled language easily understood by practitioners who do not have research backgrounds
(3) address topics of current interest to practitioners
(4) summarize information that is current in terms of the area with which it is concerned

4.4.4.2 Research Syntheses

Definition: Materials which synthesize and interpret a collection of data.

Specific Criteria: Research syntheses should:

(1) be one to three pages in length. We recognize that the ERIC clearinghouses already collect lengthy research syntheses; however, this project will focus on shorter syntheses. To be eligible for inclusin i the Practice File in full text, the syntheses may not exceed 500 words.

(2) be written in clear, concise, ungarbled language easily understood by practitioners who do not have research backgrounds
(3) address topics of current interest to practitioners
(4) synthesize information that is current in terms of the area with which it is concerned

4.4.4.3 Fact Sheets

Definition: Brief review of information on a topical/critical issue in education. Although acquisition of fact sheets should not be limited to those developed by ERIC clearinghouses, the models developed by the clearinghouses exemplify the nature of the document desired.

Specific Criteria: Fact sheets should:

(1) be one to three pages in length. To be eligible for inclusion in the Practice File in full text, the fact sheets may not exceed 500 words.

(2) accurately present the key facts on a topic
(3) be written in clear, grammatically correct, understandable language
(4) address topics of current interest to practitioners

4.4.5 Resource Materials Group

4.4.5.1 Resource Materials

Definition: Materials that provide background, supplementary information, to enhance knowledge in a particular area or contribute to professional development. Resource materials are not designed to be used in the classroom but provide understandings that improve the practitioner's ability to work effectively.

Specific Criteria: Resource materials should:
(1) address topics that are of current interest to teachers
(2) present information that is up-to-date in terms of what is known about the topic
(3) be written in clear, concise language easily understood by teachers who do not have research or highly technical backgrounds
(4) contain information that is well organized for use by teachers with varying levels of expertise on the subject.

SECTION 5 - Analysis of the Feasibility of Acquiring, Processing and Delivering Identified Document Types

Since different issues affect acquisitions and processing/delivering document types, they will be discussed separately.

Feasibility of Acquiring Document Types

During the Working Group meeting, both general and specific sources of top priority documents were identified. That information will serve as the basis for an acquisition plan, which is being developed.

Prior to the Working Group meeting, Project Staff conducted an analysis of the relative ease of finding all of the 35 document types in ERIC and the relative availability of non-ERIC documents (See Appendix D). Nine of the 18 document types identified as being of top priority currently are easy to find in ERIC and can be expected to pose few problems for the acquisition effort of this project. These document types include:

- Learning Activity Packages or Learning Modules
- Units of Study
- Curriculum Guides
- Lesson Plans
- Administrator Guides
- Research Summaries
- Research Syntheses
- Resource Materials
- Bibliographies

One non-ERIC document, "The Fact Sheet," also is expected to be easy to acquire. The remaining eight document types, however, are not generally found in ERIC and may pose greater problems. These include:

- Games & Puzzles
- Worksheets
- Pictorials
- Task Cards
- Compilations of Journal Articles
- Promising Practices
- Public Relations Materials
- Handbooks

Project Staff are sensitive to the problems associated with acquiring materials which are new and different or have not been acquired before. Yet, it is hoped that the new sources of documents identified by the Working Group will be useful in minimizing the problems and will produce the desired documents.

Feasibility of Processing and Delivering Document Types

Processing documents is the responsibility of Project Staff of the Practice File during the pilot year, and of the ERIC clearinghouses thereafter. Making documents available to practitioners (document delivery) is the responsibility of those designing this project. However, because the end user of the documents in the Practice File are not concerned with the technical aspects of documents delivery, the "processing and delivering" are addressed simultaneously here.

The Working Group has recommended strongly that the project investigate the possibility of processing and delivering short doucments in full text rather than the usual ERIC format. Although preliminary investigations by Project Staff indicate that the full text approach is technically feasible, many questions remain unanswered. The project is working with the ERIC Facility to develop a processing plan.

Lengthier documents undoubtedly will be delivered in the same manner as ERIC RIE documents--in microfiche format through the ERIC Document Reproduction Service.

SECTION 6 - Recurring Themes

The purpose of this section is to document certain themes which surfaced throughout the Working Group meeting. In summary:

(1) Educational Practitioners Want Information.

All of the individuals at the meeting expressed the need to know what problems people in similar roles face and how they resolve those problems. They want to know what is happening in other schools, what works and what does not. Teachers in particular expressed frustration at not being able to "get out" to find information. One teacher described herself as a "prisoner" in her own classroom.

(2) Educational Practitioners are Largely Unaware of the Resources Which Exist.

In order to specify which types of documents were to be placed in the Practice File, and to avoid duplication with ERIC and other sources, the Working Group had to learn what types of information were available. Individuals in the group frequently expressed surprise when they learned that some of the information they needed was available through ERIC and other databases. Many were unfamiliar with ERIC and became impressed with it as a resource. Finally, many individuals asked the project staff to investigate the possibility of finding a way for the Practice File, to refer practitioners to other sources of complementary information, when appropriate.

(3) Educational Practitioners Want Information Quickly.

They do not have time to wait. When a problem or question arises, they need information. One participant referred to "a teachable moment" for practitioners, a moment when they would use information if they had it and that use would likely improve their effectiveness. The concern for quick access to information was also evident in their recommendation that the full text of documents be provided whenever possible in the Practice File. In this context, "full text" means that the entire document is available "online" during a computer search, thus eliminating the necessity of locating or ordering the source document.

(4) Educational Practitioners Want Practical, Easy-to-Use Information

They want it written in language that they can understand and they want it on issues they must face on a daily basis. They value research information (e.g. summaries/syntheses were identified as a top priority need), but the information must be summarized and translated into language they can understand.

(5) Educational Practitioners Want to Learn How to Use New Technology.

A great deal of interest was expressed in how technology can support all aspects of the education system. They see micro and mini computers in their schools and they want to be able to use them to get the information they need. They viewed micro and mini computers as a means to get the full text of documents which might be placed in the Practice File.

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B

NATIONAL EDUCATION PRACTICE FILE

National Institute of Education

Washington, D.C., March 1-3, 1983

Activity	Person Responsible
Tuesday, March 1, 1983	
8:30 - 9:00 Registration	Project Staff
9:00 - 11:30	
Welcome (& Why Are We Here?)	Katherine Clay, Project Director NEPF (from SMERC*)
Welcome to NIE	Manuel J. Justiz, Director National Institute of Education
Welcome to the Office of Dissemination & Improvement of Practice	Robert Leestma, Associate Director, Dissemination & Improvement of Practice
Welcome to ERIC	Charles Hoover, Assistant Director, Information Resources
Orientation/Overview of 3 Days	Clay
Warm-up Activity (Brainstorming)	Mary Moray, Project Coordinator NEPF (Facilitator)(from SMERC*) Janelle Lee, Information Specialist (Recorder)(from the Oklahoma State Department of Education) Nasus Raze, Information Specialist (Recorder)(from SMERC*)
11:30 - 1:00 Lunch	
1:00 - 5:00	
Brief History of File Development	Hoover

* San Mateo Education Resources Center
San Mateo County Office of Education

Information Users (Who & Why)	Moray
What is ERIC?	James Davis, Associate Director ERIC Clearinghouse for Social Studies/Science Education
What ERIC is Not	Davis
Purpose of the Practice File	Moray
Let's Introduce Ourselves (a new way)	Moray
Feedback/Evaluation/Questions	Moray

Wednesday, March 2, 1983

8:30 - 9:00 Computer terminal available; coffee, donuts

9:00 - 11:30

Answering Yesterday's Questions	Clay
Naming the File (Recommendations from the Working Group)	Clay
Constraints in Developing a New File	Clay
Progress of the "Core" Working Group to Date	Moray
Introduction to Document Review and Selection	Davis

11:30 - 1:00 Lunch

1:00 - 5:00

Review Documents	All
Rank Documents in Order of Preference	All
Review Definitions/Specifications	All
Technical Needs of the File (Data Elements)	Ted Brandhorst, Director, ERIC Processing & Reference Facility

Follow-Up to Warm-Up Activity (Now that we're 24 hours older and wiser)	Clay/ Cheryl Chase, Consultant, NEPF
Review/Revise/Rebuild Agenda for Thursday	Davis
Feedback/Evaluation/Questions	Moray

Thursday, March 3, 1983

8:30 - 9:00 Computer terminal available, coffee, donuts

9:00 - 11:30

Answering Yesterday's Questions	Panel
Report Back to Group (Rankings of the Types of Documents) Short-term efforts Long-term efforts	Moray
Come to Consensus (Types of Documents for Practice File)	Clay
Revise Definitions Enhance/Expand Specifications	Davis/ Chase
Identify Sources of Types of Documents	Davis/ Chase

11:30 - 1:00 Lunch

1:00 - 4:00

Networking/Sensing	Davis - facilitator Moray - recorder Raze - recorder
Feedback from Practice File Staff to Working Group (How & What)	Panel
Wrap-Up Questions/Discussion/Evaluation	Panel Clay

List of Document Types Brainstormed on March 1, 1983

Assessment/Evaluation materials (including teacher made)
Computer software
Manipulative materials
Pretests/post tests
Textbook evaluations
Product evaluations (including state & local programs in operation)
Program descriptions
Photographs
Samples of student work
Activities (developmental)
Computer hardware
Human resources
Diagnostic materials
Background materials
Models
Video disks
Promising practices
Curriculum guides
Bibliographies
Handbooks & how to do it booklets
Listings/directories
Models
Instructional evaluations
Guides (administrator, parent, teacher)
Nationally and state validated practices
Transparencies
Research summaries
Games (including teacher made)
Questionnaires
Worksheets
Lesson plans
Kits
Research translations
Locally annotated curriculum guides
Simulations
Teacher reviews of commercial materials (including negatives)
Remedial resources
Inservice materials
Films
Charts
Pamphlets for student use
Supplementary materials (local or other)
Audio cassettes
Fact sheets
Helpful hints (brief)
Publisher catalogs
Schedules (e.g. conferences)
Literature reviews
Equipment

Sample materials (e.g. letters, report cards, forms, public relations materials)
School district policy documents
Guides/history of teaching practices
Comparative analyses
Listings (e.g. newsletters, journals and magazines)
Surveys
Resource lists
Test item bank (annotated)
Video cassettes
Statistical information
Education Speakers Bureau
Science anxiety (teachers)
Math anxiety (teachers)
Administration decision making models
Shared decision making models
Discipline and class management
Access to policies
Instructional objectives
Teaching strategies - special education
Grading systems
Teacher exchanges
Computer science programs
Drug and alcohol program people
Cuisenaire rods - how to
Semantic webbing
College courses for certification
Computer programming - how
The teaching principal
Computer assisted instruction
Computer managed instruction
Successful writing programs
Left hemisphere teaching
Clinical supervision
Master schedules
Blue prints
Public involvement programs
AV equipment evaluations
Getting materials published
Software evaluations
Computer literacy inservice
Integration of multicultural
Time management
Intermural programs
Two track diploma ms/hs/jhs level
National Teacher Exam used with state competency
New topics for advanced writing programs
Parenting
School architectural design/blueprints
Changing graduation requirements
G/T models
Get rid of paperwork
Science math teacher exchanged

Software evaluation
Censorship and academic freedom
Models for shared decision making
Proper role of schools
Discipline/class management techniques
Current events background
Teaching strategies for reluctant learners + special
Education, adult education

D

This packet contains 40 explanation sheets of types of documents identified by the Information Specialists as appropriate for consideration by the Working Group. There are 25 documents from ERIC and 15 documents from other sources.

The materials have been categorized by type of publication and the specific subcategory. A definition follows each subcategory.

Each ERIC document has been ranked for availability:

1 - It is relatively easy to find in ERIC.

2 - It is relatively difficult to find in ERIC.

3 - ERIC has very little and/or it is very difficult to find.

Documents from other sources have been ranked for availability:

1 - Easily available

2 - Available with difficulty

3 - Extremely difficult to acquire

These explanation sheets will be used as the basis for discussion at the Working Group meeting.

ED 213 655 SO 013 960

Jones, Paula Bourne, Fay

Ghana. Part One-Class Materials. Development Studies No. 1, Third Impression.

Pub Date—81

Note—161p.; Financial support for this project was provided by the Development Education fund of the Ministry of Overseas Development. Some maps, charts and reprints on pages 110-121 may not reproduce clearly from EDRS due to small and broken print type throughout original document.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*African Culture, *African History, *Area Studies, Higher Education, Primary Sources, Reading Materials, Resource Materials, Secondary Education

Identifiers—*Ghana

Background readings and classroom materials dealing with Ghana for use with secondary and college students are provided in this publication. The major historical, social, geographical, and political aspects which have contributed to the present day development of Ghana are examined. The background readings for teachers which comprise section one discuss history, the people, physical geography, farming, forestry, mining, industries, and the distribution and welfare of the population. Section two, which comprises the bulk of the publication, contains reading selections for students. Many maps, charts, and illustrations are included. Some primary sources, mostly newspaper clippings, are included. Students read about many topics including the growth of Ashanti power, the coming of Christianity, the rise of nationalism, old Ghanian music, mean temperature and rainfall, cocoa production, and the Volta River project. The publication also lists several books about Ghana or about development that can be used by students. (Author/RM)

Publication Type GUIDES - FOR LEARNER

Subcategory READINGS - Background information designed to supplement, enrich, or enhance knowledge in a specific area.

Practical Application: These readings provide an overview of Ghana and could be given to the student to read as preparation for an oral or written report, or to increase understanding of Ghana for whatever purpose.

Availability: 3 - ERIC has very little and/or it is very difficult to find.

BEST COPY AVAILABLE

ED 216 860 SE 037 182
Games and Teaching Aids.
Wichita Unified School District 259, Kans.
Pub Date—Jul 79
Note—329p.; Colored pages may not reproduce clearly.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Drills (Practice), *Educational Games, Elementary Education, *Elementary School Mathematics, Games, Instructional Materials, *Learning Activities, Mathematical Concepts, Mathematics Education, *Mathematics Instruction, *Student Motivation

This document is filled with suggestions for inexpensive teacher-made classroom aids that can be used for concept reinforcement with the total class, a small group, or individual students. The games and teaching aids provided, allow instructors to provide the motivational drill to develop speed and accuracy for basic computational skills. The material is divided into the following major areas: Sets; Numbers-Numeration; Computation-Whole Numbers; Fractions-Decimals; Geometry; Measurement; Laboratory; Universal; and Step-A-Set Games. Several of these areas are further subdivided into more precise specifications. All games and teaching aids are alphabetically listed within each subdivision, if applicable, or within the major area heading. It is felt each listed game can be adapted to reinforce different concepts through merely changing the game board problem cards.

Publication Type GUIDES FOR LEARNERS

Subcategory GAMES, PUZZLES - Skill related activities designed to enhance the achievement of educational objectives.

Practical Application: This compilation of ideas for math games is divided by subject areas within elementary math. The games could be used to teach, reinforce, or remediate specific math skills. The games are brief in duration and easy to construct. They could be used in individual or small group instruction, and in learning centers or math labs. The games could also be used by parents or teacher aides in working with students.

Availability: 2 - It is relatively difficult to find in ERIC.

BEST COPY AVAILABLE

ED 170 518 CE 020 461
Cooper, Dorothy
A Nursery School Activities Card File.
Bergen County Vocational-Technical High School, Hackensack, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—May 79
Note—293p.; Not available in hard copy due to being printed on colored paper; For a related document see ED 147 492
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($20.00, plus postage)
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Art Activities, Audiovisual Aids, Bulletin Boards, *Career Awareness, *Child Development, Field Trips, Food, Games, *Learning Activities, *Learning Laboratories, Music Activities, *Nursery Schools, Reading Readiness, Story Telling, Toys
This file contains a total of 285 cards describing activities for nursery-school children. It was designed to accompany "The Child-Care Teacher Aide" (ED 147 492), a teacher's guide for vocational training of teacher aides. The file is divided into four main divisions-fall, winter, spring, and summer. Apportioned among the different seasons are twenty-three topics (e.g., halloween, signs of spring/planting, valentine's day/the mail carrier, and the seashore). For each of the twenty-three topics there are twelve cards of activities. These twelve activities include art, play-center, bulletin board and display, food, audiovisual, storytelling/fingerplay, games/toys, music, field trip, learning center, reading readiness, and career awareness. (CT)

Publication Type GUIDES - FOR LEARNERS

Subcategory TASK CARDS - Set of cards on specific topics that contain an independent learning activity on each card.

Practical Application: Although these task cards are divided into 4 divisions-fall, winter, spring, summer--most contain a brief activity which could be done at any time of year to entertain or to reinforce a learning activity. There are activities for small or large groups or for the individual.

Availability: 3 - ERIC has very little and/or it is very difficult to find.

BEST COPY AVAILABLE

ED 086 500 SE 016 949
Sterling, Vicki Hyland, Barb
Nature's Bulletin Board Ideas.
Chester Area Schools, S. Dak. Interlakes Environmental and Outdoor Education Program.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [73]
Note—73p.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bulletin Boards, *Elementary School Science, Instructional Materials, Resource Guides, *Visual Aids
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
This is a collection of over 50 bulletin board displays suggested for use in the elementary (K-8) science classroom. The recommended grade level for each is given, purpose stated, and relation to units in the curriculum given. Also included are general tips on making effective bulletin board displays. This work was pregared under an ESEA Title III contract. (LS)

Publication Type GUIDES - FOR LEARNER

Subcategory PICTORIALS - Illustrations, charts, bulletin board aids, used with students in connection with learning.

Practical Application: Ready source of bulletin board ideas for the science classroom. Because a piece of information or an answer to a question accompanies each bulletin board idea, this document can be considered a guide for the learner.

Availability: 3 - ERIC has very little and/or it is very difficult to find.

BEST COPY AVAILABLE

1458 **Document Resumes**

ED 167 905 CG 013 309
Student Learning Activity Package; Values. Grades 3-6.
Cooperative Educational Service Agency 3, Appleton, Wis.
Note—20p.; For related documents see CG 013 307-312
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), Affective Behavior, Child Development, Elementary Education, Elementary School Students, *Humanistic Education, Interpersonal Relationship, *Self Concept, Self Evaluation, *Values
Identifiers—National Diffusion Network Programs

The exercises in this learning activity package are designed to allow each student to work alone without outside pressure, and with maximum concentration on individual thought. These exercises are not group-oriented, but may be used as a backup to a major group activity in the classroom. The activities are geared to value assessment, value clarification and alternatives. Different self-evaluation questionnaires and values exercises are provided for different elementary grade levels. Values scales to measure a student's reaction to a range of social and emotional experiences are also provided. (FK)

Publication Type GUIDES - FOR LEARNER

Subcategory LEARNING ACTIVITY PACKAGES OR LEARNING MODULES - Packets of subject-related teaching materials containing objectives, directions for use, and test items.

Practical Application: This self-directed activity could be used in a classroom as an introduction to a unit on values or could be an out-of-class or library activity in order to provoke a student into analyzing values.

Availability: 1 - It is relatively easy to find in ERIC.

BEST COPY AVAILABLE

ED 216 898 SE 037 875
Joseph, Helen
Lesson Plan for Computer Literacy Unit (3 Weeks). Grades 7-9. Revised
Pub Date—3 Mar 82
Note—50p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Literacy, Computer Oriented Programs, Computers, Junior High Schools, Junior High School Students, Lesson Plans, *Microcomputers, *Programing, Programing Languages, *Secondary School Mathematics, *Units of Study

This plan for a 3-week unit on computer literacy is designed to acquaint students with the computer, what it is, what it can and cannot do, its impact on society, and career opportunities. The students learn to use the computer through interaction with a canned program, and write a short program using the BASIC language. The plan indicates what to do each day, including use of audiovisual materials, topics for discussion, and worksheets for students. Appendices include directions for the teacher before teaching the unit, a guide for student aides, operating instructions for the PET microcomputer, a glossary of terms, and a list of resource materials.

Publication Type GUIDES - FOR TEACHERS

Subcategory UNITS OF STUDY - Subdivisions of instruction within a course, textbook or subject field, each complete in and of itself.

Practical Application: This computer literacy unit could be used by a classroom teacher with access to a microcomputer which can be programed using the BASIC language. This unit was designed around a Commodore PET microcomputer, but appears adaptable for other microcomputers. The unit presents a lesson plan for each day of its three week duration. The worksheets and class assignments could be used separately or adapted as brief tests. A more in-depth course could be developed around this core unit on computer literacy.

Availabilility: 1 - It is relatively easy to find in ERIC.

BEST COPY AVAILABLE

ED 196 567 PS 011 940
California Guide for Pedestrian Safety Education. Volumes I-III.
California State Dept. of Education, Sacramento.
Pub Date—80
Note—159p.
Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (Volume I, $1.65; Volume II, $1.35; Volume III, $2, plus sales tax for California residents)
Pub Type— Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Administrator Guides, Grade 1, Grade 2, Kindergarten Children, Learning Activities, Lesson Plans, Parent Education, *Pedestrian Traffic, Primary Education, *Safety Education, Teaching Guides, Traffic Accidents, *Traffic Safety, *Young Children

This guide is designed to serve as the basis for a pedestrian safety education program for pupils in kindergarten through grade two. The basic printed materials for use in the program are provided in three volumes, each of which is intended for a different audience. Volume I, directed to school administrators and teachers, contains information for use in solving pedestrian safety problems that commonly occur at or near schools. Volume II, a parents' guide, is designed to increase parents' awareness of the need for pedestrian safety education and to provide them information about the related instruction being offered to their children at school. The volume is divided into 17 short lessons that cover instruction on topics such as using crosswalks in a safe manner; looking and listening for approaching traffic before crossing streets, driveways, alleys, and the like; obeying traffic signs and signals; and walking safely along sidewalks and roadways. Volume III, teachers' and administrators' guide, includes outlines of 17 lessons that deal with those behaviors most commonly linked to pedestrian accidents involving young children. Each lesson focuses on one or more basic concepts or behaviors, beginning with the most basic and progressing to the most complex. For each lesson, the following information is provided in tabular form: lesson emphasis, time needed to conduct each lesson, materials and equipment, expected child outcomes and activities for teachers, parents, and children. (Author/MP)

Publication Type GUIDES - FOR TEACHERS

Subcategory LESSON PLANS - A piece of instruction, a division of a course of instruction, generally a subcomponent of a unit of study including specific suggestions for developing a topic, with teacher's and pupil's roles indicated.

Practical Application: The lessons in Volume II (for parents) and Volume III (mainly for teachers) may be used with individual students or with groups, and could be excerpted from the document and used separately. The set of illustrations could be reproduced for worksheets, transparency masters, or a coloring book. A pedestrian safety test is included. Also included are instructions for two outdoor group games, and a parent questionnaire on pedestrian safety. The document would be useful in planning lessons or units on pedestrian safety, or to implement a full-scale school program.

Availability: 1 - It is relatively easy to find in ERIC.

BEST COPY AVAILABLE

ED 284 779 CS 206 463
The Basic Study Skills Curriculum Guide for Grades 10-12.
Prince George's County Public Schools, Upper Marlboro, Md.
Pub Date—80
Note—144p.; For related documents see CS 206 461-462.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Classroom Techniques, *Content Area Reading, English Instruction, High Schools, *Lesson Plans, Mathematics Instruction, Science Instruction, Secondary Education, Sequential Approach, Social Studies, *Study Habits, *Study Skills, Teaching Guides, Units of Study

This guide has been designed for use in teaching study skills to high school students, grades ten through twelve. It contains lessons developed and refined over a three-year period in the skills areas of listening, scheduling and task analysis, memory, notetaking, and using a textbook. Each skills area is developed in the context of a kindergarten through grade twelve developmental sequence and is the basis for developing lessons in the subject areas of English language arts, social studies, science, and mathematics. The lessons are offered in a standard format, identifying the skill, lesson, content area, instructional materials to be used, possible ways of pacing the lesson, awareness of habit status, student predisposition to change, direct teaching suggestions and techniques, practice to competence, and habit establishment and modification. Special features of the guide include a study skills calendar denoting a suggested order of skills presentation; a letter to students; a teacher information sheet delineating some key words, key ideas, and possible problems for each study skill; and lessons for each skill that have been developed directly from a study skills activity sequence. (RL)

Publication Type GUIDES FOR TEACHERS

Subcategory CURRICULUM GUIDES - document which would normally include a rationale statement, statements of goals and objectives, content of courses to be taught, and plans for evaluation of the program and/or students.

Practical Application: This curriculum guide presents an outline for a study skills course for each grade level, ten through twelve. The basic concepts to be covered at each level are outlined, and suggestions are made for individual lesson content. Also included are student handouts, charts and worksheets. The guide could be useful in designing a full course or a single unit on study skills, or in planning a lesson on a specific study skill, such as notetaking, within a content area course.

Availability: 1 - It is relatively easy to find in ERIC.

BEST COPY AVAILABLE

ED 202 718 SE 035 145
Brim, Dorothy Mayer, Victor J.
We have Met the Enemy. Student Guide and Teacher Guide. OEAGLS Investigation 13.
Ohio State Univ., Columbus. Research Foundation.
Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
Pub Date—Oct 80
Grant—NOAA-04-8-M01-170; NOAA-04-158-44099; NOAA-NA-79AA-00120
Note—85p.; For related documents, see SE 035 140-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program. Contains occasional marginal legibility in Teacher Guide.
Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 ($1.00 plus $1.00 per order for shipping).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Geography, History Instruction, Science Course Improvement Projects, Science Education, *Secondary Education, *Simulation, Social Studies, *United States History, *War, Water Resources
Identifiers—*Great Lakes, *Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program, *War of 1812

Students investigate several aspects of the War of 1812, especially those which pertain to Lake Erie and Ohio, in this unit. The first activity is a simulation of various battles and maneuvers. In parts B and C, students use information from the simulation and from documents of the era to explain the war's causes and outcomes. A student's guide and teacher's manual are provided. The latter includes duplication masters for the simulation, teaching recommendations, objectives, and references. (Author/WB)

Publication Type GUIDES - FOR TEACHERS

Subcategory SIMULATIONS - Individual or group activities that are related to educational objectives that duplicate the essential characteristics or situation.

Practical Application: This secondary level simulation on the War of 1812 includes instructions, maps, game cards, and activity ideas. The simulation could be used in a Social Studies or U.S. history class. Individual activities (such as a crossword puzzle) could be used separately without carrying out the simulation.

Availability: 2 - It is relatively difficult to find in ERIC.

BEST COPY AVAILABLE

ED 160 163 JC 780 526

Goodman, Michael J.

The Deaf Student in Your Class: An Index to Problems, Solutions and Shortcuts, and Practical Information About Deaf People, for College and High School Instructors.

Pub Date—[78]
Note—101p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Aurally Handicapped, *Deaf, *Deaf Education, Deaf Interpreting, Employment Patterns, Employment Problems, Hard of Hearing, Lipreading, Manual Communication, *Postsecondary Education, Psychological Characteristics, Secondary Education, Social Background, Social Development, *Student Characteristics, *Teaching Guides, *Teaching Methods, Teaching Skills

The guide is organized to serve as a ready-reference tool for teachers with deaf students in their classes. Topics covered are arranged alphabetically and present effective classroom techniques, basic information about deafness, and typical behavior and problems of deaf students. These include: answering deaf students' questions in class; attracting the attention of deaf students; checking student comprehension of information; evaluating classroom facilities; three major methods of communication among the deaf (sign language, finger spelling, and lip- or speechreading) and oral, manual, and combined communication systems; background on personal, social, and employment characteristics of deaf people; definition of deafness, its effects on human communication, and the nature of the handicap in terms of social and emotional interaction; classroom distractions; common errors in deaf students' writing; grading theory and practice; cooperation with the classroom interpreter in addressing the problems of comprehension and reverse-interpreting; lipreading effectiveness; the history of, justification for, and learning of sign language; tips for conversation with deaf students; lecture techniques; psychology of teachers' frustration in communicating with the deaf; suitability of tasks for deaf students; use of visual aids; and vocabulary problems. (MB)

Publication Type GUIDES - FOR TEACHERS

Subcategory RESOURCE MATERIALS - materials intended for teachers that could provide background or supplementary information, or enhance knowledge in a particular area, or contribute to professional development, but which are not directly related to instruction.

Practical Application: This ready reference tool presents limited but basic information about deafness, offers effective classroom techniques and outlines typical behaviors and problems of deaf students in layperson's terms.

This quick reference would enable teachers who do not have training or experience in teaching deaf students to deal more effectively with these students. It would be useful for the classroom teacher who recognizes the need for understanding the problems of deaf students but does not have the time and/or resources to pursue special education training. It could be used for informal inservice training to prepare a teacher to deal with deaf students, or adapted for parent education about the deaf.

Availability: 1 - It is relatively easy to find in ERIC.

BEST COPY AVAILABLE

ED 141 930 EA 009 742
Student Conduct and Discipline. Minimum Standards. Oregon Administrative Rules 581-21-050 through 581-21-075. Adopted by the State Board of Education May 12, 1972. Revised Edition.
Oregon State Dept. of Education, Salem.
Pub Date 77
Note—14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Discipline, *Discipline Policy, Elementary Secondary Education, *Guidelines, School Districts, *State Boards of Education, State Legislation, *State Standards, *Student Behavior
Identifiers—*Oregon

These suggested guidelines and model codes for student conduct and discipline represent an update of 1972 minimum standards in keeping with current statutes and court decisions. The Oregon State Board of Education published this document to provide guidance to local school districts in formulating discipline policies. The state standards listed here lay the groundwork for enforceable local rules of student conduct and discipline that will stand up to challenge in court. The state board emphasizes that once school districts adopt these guidelines they must follow them conscientiously. This document contains model codes relating to assembly of students, dress and grooming, the use of tobacco, corporal punishment, student records, and suspension and expulsion. The text of Oregon statutes and administrative rules pertaining to standards of student conduct are also included. (Author/DS)

Publication Type GUIDES - FOR NON-CLASSROOM USE

Subcategory SCHOOL POLICIES/PROCEDURES - governing principles that serve as guidelines or rules for decision making and action in a given area, and methods of implementing these principles.

Practical Application: This document presents guidelines and models to assist local school districts in formulating discipline policies. Included are Oregon state standards and local rules of student conduct that will stand up to challenge in court. Model codes are described that relate to assembly of students, dress and grooming, use of tobacco, corporal punishment, student records, and suspension and expulsion.

Availability: 2 - It is relatively difficult to find in ERIC.

BEST COPY AVAILABLE

ED 213 389 IR 010 006
School Microware Reviews. Evaluations of Educational Software for Apple, PET, TRS-80, with Index to Evaluations in Other Publications.
Dresden Associates, Dresden, Maine.
Pub Date--81
Note--66p.; For related document, see ED 196 431.
Available from--Dresden Associates, P.O. Box 246, Dresden, ME 04342 ($20.00 per issue).
Journal Cit--School Microware Reviews; v1 n1 Sum 1981
Pub Type-- Reference Materials - Bibliographies (131) -- Tests/Questionnaires (160) -- Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors--Computer Assisted Instruction, *Computer Programs, Content Analysis, Elementary Secondary Education, *Evaluation Criteria, *Instructional Materials, *Microcomputers
Identifiers--Apple II, Commodore PET, Critical Analysis, *Reviewing Sources, TRS 80

This document describes the operation and quality of pre-college instructional software sold for use on microcomputers. It also assists in locating other sources of similar information about instructional software. This edition is limited to programs for the Apple II, Commodore PET, and Radio Shack TRS-80 Model I. Fifty reviews of software products from 21 different suppliers are listed. In addition, an index is included which provides access to 287 reviews of instructional software published over the past two years by a dozen different magazines and journals. Also described is the User Software Review Program, a cooperative program through which persons interested in evaluating software may receive free or reduced price copies of School Microware Reviews. Advice is given on selecting software for review and on submitting evaluations. A copy of the evaluation form to be used is also provided. (LLS)

Publication Type GUIDES - FOR NON-CLASSROOM USE

Subcategory SOFTWARE AND HARDWARE EVALUATIONS - Appraisals of computer software and hardware to determine their usefulness and effectiveness in specific school based situations.

Practical Application: Educational software evaluations for the Apple II, Commodore PET, and Radio Shack TRS-80 Model J are described. 50 reviews from 21 different suppliers are listed. An index is included providing access to 287 reviews of instructional software published from 1980-81 by a dozen different magazines and journals.

Availability: 3 - ERIC has very little and/or it is very difficult to find.

BEST COPY AVAILABLE

ED 194 558 TM 800 687
Fisher, Thomas H.
The Courts and Your Minimum Competency Testing Program--A Guide to Survival.
National Council on Measurement in Education, Washington, D.C.
Pub Date--80
Note--13p.
Available from--National Council on Measurement in Education Attn: William J. Russell, 1230 17th Street, N.W., Washington, DC 20036 ($2.-50: 25 or more, $0.75 each).

Journal Cit--NCME Measurement in Education; v11 n1 Fall 1980
Pub Type-- Opinion Papers (120) -- Guides - Non-Classroom (055) -- Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors--*Administrator Guides, Coping, *Court Litigation, Elementary Secondary Education, *Legal Problems, *Minimum Competency Testing, Student Rights, Testing Programs

The events surrounding legal challenges to minimum competency testing programs are described, and ways of coping with the experiences are suggested. Discussion primarily is based on five legal challenges to the Florida program although reference is made to suits in other states for contrast. Whenever a student is faced with a threat to promotion or graduation, the probability of having the testing program contested is very real. Litigation is costly in terms of financial resources, time, and labor. Testing directors who get involved in litigation should work closely with their attorneys. All areas of test development and implementation will be attacked in court. Concommitant issues will be chiefly in the area of constitutional rights and segregation of the schools. The best defense is to have a well designed program. The experience of having the testing program challenged in court is not improper. Minimum competency testing programs are causing a dramatic change in today's schools. It is only proper that educators know for certain that children's rights are not being violated. (Author/RL)

Publication Type GUIDES - FOR NON-CLASSROOM USE

Subcategory ADMINISTRATOR GUIDES - Materials designed for immediate and practical use by school site leaders.

Practical Application: Presented are events surrounding legal challenges to minimum competency testing programs, and ways administrators can cope with these experiences. Practical advice for administrators on what to expect from those who attack minimum competency testing programs, how to gather evidence before an impending trial, strategies for a successful defense, and suggestions for coping with the trial experience are given.

Availability: 1 - It is relatively easy to find in ERIC.

BEST COPY AVAILABLE

ED 193 110 SO 012 814
Key Competencies: Social Studies, Secondary Schools.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—58p.; For related documents, see SO 012 813-821.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Behavioral Objectives, City Government, *Competency Based Education, Course Objectives, Critical Thinking, Decision Making, Economics, *Educational Objectives, Federal Government, Geography, Learning Activities, Minimum Competencies, Political Science, Secondary Education, Sequential Learning, Skill Development, *Social Sciences, *Social Studies, Sociology, State Government, State History, United States History, World History

Specific competencies are outlined for social studies education in grades seven through 12 in the Philadelphia school system. The focus of social studies education is seen to be the transmission of knowledge and inculcation of skills and attitudes essential for good citizenship in an interdependent world. Five areas which contribute to good citizenship are self-realization, governing, producing and consuming, utilizing environments, and critical thinking and decision making. These areas form the basis for competencies listed for eight courses in the secondary social studies program. The courses are geography (grade seven), Pennsylvania and American history and government (grade eight), world history (grade nine), American history (grades 10 or 11), political science (grade 12), economics (grade 12), sociology (grade 12), and Philadelphia government (grades 10 through 12). For each course, between four and 13 competencies are identified. Each competency is followed by numerous behavioral objectives which can be used to evaluate mastery of the competency. For example, a competency in American history is, "Students will understand some of the political and social problems America faced between 1870-1920." A related behavioral objective is to identify some of the reasons for the great upsurge in immigration during that period. (AV)

Publication Type GUIDES - FOR NON-CLASSROOM USE

Subcategory OBJECTIVE BANKS - Lists of goals, and proposed learning outcomes for specified subjects and grade levels.

Practical Application: Specific competencies for social studies for grades 7 through 12. This document would provide an example of secondary social studies competencies that practitioners could use for comparison when writing or modifying their own social studies objectives.

Availability: 2 - It is relatively difficult to find in ERIC.

BEST COPY AVAILABLE

15

ED 172 479 EC 114 846
Staff Handbook: MGM Pasadena Program.
Pasadena City Unified School District, Calif.
Pub Date—77
Note—53p.
Available from—MGM/Pasadena Unified School District, 351 South Hudson, Pasadena, California 91109 ($5.00, plus postage and California sales tax where applicable)
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Admission (School), Elementary Secondary Education, *Gifted, *Individual Characteristics, Parent Participation, *Program Development, *School Responsibility, *Talent Identification, *Teacher Responsibility
Identifiers—*Pasadena Unified School District CA
The handbook describes the program of the Pasadena Unified School District for Mentally Gifted Minors (MGM). The legal requirements for admission to the program are cited and characteristics (intellectual, physical, and social/emotional) of gifted students are outlined along with possible problems stemming from the identified characteristic. The identification procedure is explained and questions for and by parents of gifted children are presented. The responsibilities of various school personnel including classroom teachers, resource coordinators, principals, school psychologists, and program directors are listed. Specific instructions for implementing the program are provided. A description of Pasadena's MGM programs is given. Appended are the procedures for using petty cash vouchers, writing case studies, finishing the year, and ordering. Also appended are sample forms used in the MGM program. (PHR)

Publication Type GUIDES - FOR NON-CLASSROOM USE

Subcategory HANDBOOKS - Reference books covering policies and procedures related to the interests of the school practitioner.

Practical Application: This staff handbook provides background information on the gifted that could be used for staff orientation and training. A question and answer section on concerns of parents of gifted children would be helpful in preparing for a parent teacher conference, or for a parent education workshop. Roles and responsibilities of staff members in the gifted program are outlined; these outlines could be expanded into job descriptions. The appendices contain forms, form letters, identification check lists, and other forms which could be adapted for any program for the gifted. The handbook itself might serve as a model for any program wishing to develop a staff handbook.

Availability: 2 - It is relatively difficult to find in ERIC.

BEST COPY AVAILABLE

ED 216 227 CE 032 653
Effective Public Relations. Leadership Pamphlet #13.
Adult Education Association of U.S.A., Washington, D.C.
Pub Date—57
Note—52p. For related documents see CE 032 641-656.
Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Education, Audiovisual Aids, Leaders, Leadership, *Leadership Training, Mass Media, *Organizational Communication, Photographs, Printing, Propaganda, *Publicity, Public Opinion, *Public Relations

This pamphlet on effective public relations (p.r.) is the thirteenth of 16 in a series to provide leaders in adult activities with sound introductory material to give pratical help in using a method of adult education or working in a particular area. Its objective is to help leaders achieve better relations with all their publics. Twelve articles and how-tos are included. The introduction illustrates what a p.r. program can accomplish. "Your Public Image" focuses on the publics from whom organizations get information on their images. Getting the support of everyone in the organization for the p.r. program is discussed in "Public Relations at Home." "Riding the Established Channels" looks at selecting useful channels of communication. "Choose Your P.R. Weapons" describes advantages and disadvantages of different channels of communications, costs, and choosing p.r. help. Suggestions for getting audience attention in p.r. releases are presented in "Twelve Ways to Waylay the Wary Reader." "What's Your Type?" gives hints on producing effective printed matter on a limited budget. Effective photographs are the topic of "6000 Vivid Words," while "Slides Tell Our Story" relates the story of producing a film slide show about a citizen organization. "Public Relations or Propaganda" and "Counterattack" discuss propaganda strategies and p.r. to counteract them. The final chapter is a "Checklist for P.R. Planners." (YLB)

Publication Type: GUIDES - FOR NON-CLASSROOM USE

Subcategory: PUBLIC RELATIONS MATERIALS - materials, ideas, techniques to promote goodwill and understanding between educators, school districts, and parents or the community at large.

Practical Application: This pamphlet contains public relations suggestions and "how-to's" for adult educators. Many of the suggestions could be used by adults in various community organizations. No actual samples of public relations materials are included.

Availability: 2 - It is relatively easy to find "how-to" materials on this topic in ERIC, but relatively difficult to find actual public relations materials.

BEST COPY AVAILABLE

ED 196 556 PS 011 919
Boemen, Nancy R. And Others
A Research Summary: The Effects of Grade Retention on Elementary Students.
Pub Date—Nov 80
Note—9p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Policy, Educational Research, Elementary Education, *Elementary School Students, *Grade Repetition, *Literature Reviews, School Holding Power, *Student Promotion
This research summary presents findings and restates policy conclusions as to whether grade retention or promotion is more beneficial for students with serious academic problems. It is claimed that research to date does not provide a conclusive answer to this issue, that serious methodological problems prohibit all but tentative conclusions, and that more quality research on the topic is needed. (Author/RH)

Publication Type INFORMATION ANALYSES

Subcategory RESEARCH SUMMARIES/SYNTHESES - Brief collections of data to aid the practitioner in reaching conclusions or in estimating effects or outcomes.

Practical Application: This research review briefly summarizes many studies on grade retention. The conclusions reached could assist school-level administrators and teachers in formulating and justifying school policy. This review could also serve as background information for a program proposal or future research effort. In the case of an individual student, the research described could be used in making a decision about retention, or as part of a rationale to present to parents.

Availability: 1 - It is relatively easy to find in ERIC.

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ED 213 768 TM 820 218
Jones, Phil Ligon, Glynn D.
Preparing Students for Standardized Testing: A Literature Review. Publication No. 81.61.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—[81]
Note—9p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, Drills (Practice), *Literature Reviews, Predictor Variables, Pretests Posttests, Scores, Standardized Tests, *Test Coaching, *Test Wiseness

Three variables which affect students' achievement test scores and which can be manipulated prior to test administration are discussed: testwiseness, practice tests, and test practice. Findings were presented from literature reviews. Regarding testwiseness, (1) it can be described, measured, and taught, therefore, testwiseness exists; (2) testwiseness is only mildly related to general intelligence as measured by group intelligence tests and is probably a network of specific skills, not a general cognitive ability; (3) testwiseness increases with maturity and is unrelated to sex; (4) although testwiseness skills can be taught to students of all ages, using a variety of techniques, the effects of such instruction do not last long; (5) the differential effects of testwiseness instruction for students at various points along the testwiseness continuum is unknown and may vary with the type of testwiseness skill under consideration; and, (6) for some groups of students, testwiseness instruction improves the reliability and predictive power of certain tests. No research was found on practice tests' effects on student performance or on the reliability or predictive power of the associated test. Regarding test practice, it was found that taking one IQ test once for practice will improve IQ scores on a subsequent test given no more than two months later, and practice effects may last as long as ten months if the posttest is the same as or a parallel form to the pretest. (Author/GK)

Publication Type INFORMATION ANALYSES

Subcategory LITERATURE REVIEWS - Survey of materials published on a topic of potential significance to the practitioner.

Practical Application: This review of the literature on test-wiseness summarizes many research studies and other documents on the topic. The practical implications of test-wiseness research are discussed in terms of the school program. This information could be an aid to decision making about the usefulness and feasibility of instituting a test-wiseness program. Also, it would be helpful in designing a program or writing a proposal. The individual teacher handling a testing situation could gain insight from this document as to the best ways to prepare students for test taking.

Availability: 1 - It is relatively easy to find in ERIC.

BEST COPY AVAILABLE

ED 201 062 EA 013 517
Smink, Jay
Pennsylvania School Improvement Program. Executive Summary.
Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-76-0094
Note—17p.
Pub Type— Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Improvement, Elementary Secondary Education, *Improvement Programs, Problem Solving, Program Development, Research Utilization
Identifiers—Pennsylvania

The objectives of the Pennsylvania School Improvement Program (PSIP), funded by the National Institute of Education from 1976 to 1980, were to help schools analyze basic skills needs and improve student performance through the use of research-based programs and techniques. The data uncovered the need to improve instructional management, improve staff communication, individualize instruction, expand the range of supplemental materials, assist slow learners, provide inservice training on teaching strategies, articulate curricula, and provide instruction for teachers on how to assist students in applying skills in new situations. As a result of PSIP activities, 196 staff members were trained in a problem-solving approach to school improvement. Initial data on students indicate a trend toward better scores on standardized tests. During the course of the project several resource materials and strategies for program improvement were developed. The primary resource product is a three-volume handbook of strategies for curriculum development that is designed for use by school consultants. (JEH)

Publication Type INFORMATION ANALYSES

Subcategory EXECUTIVE SUMMARIES - An abstract or summary which presents the critical points of a program or project.

Practical Application: This report summarizes a five year statewide school improvement program. The program model and results are described. A list of resource materials developed by the project is included. Especially useful to admministrators interested in school improvement is a summary, in checklist form, of the 13 major components of a school improvement effort. The results of this program are interpreted for the administrator new to school improvement, in very practical terms. This summary could serve as the basis for beginning an improvement effort at any level from the state down to the individual school.

Availability: 2 - It is relatively difficult to find in ERIC.

BEST COPY AVAILABLE

ED 203 931 JC 810 375
Fact Sheet on Community, Junior and Technical Colleges.
American Association of Community and Junior Colleges, Washington, D.C. Office of Governmental Affairs.
Pub Date—9 Jun 81
Note—11p.
Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, College Programs, *Educational Finance, Enrollment, Federal Aid, Financial Support, National Surveys, Student Characteristics, Student Financial Aid, *Two Year Colleges, *Two Year College Students

This factsheet provides a composite statistical profile of the 1,049 public and 182 private two-year colleges in the United States, its territories, and Micronesia. The 4.8 million students enrolled in two-year colleges as of Fall 1980 are described in terms of credit/non-credit status, full-/part-time status, employment status, age, sex, and ethnic background. Among other items of information, this section reveals that 4.8 million students were enrolled in credit courses; that 62% of these credit students were enrolled part-time; and that 27% of the part-time and 20% of the full-time students were minorities. The teaching load and educational attainment of the colleges' 238,838 instructors are looked at prior to a review of the colleges' four major curricular areas: vocational programs, transfer education, community education, and developmental instruction. A summary of the colleges' financial status is then presented, detailing averages for tuition, fees, and total student costs; sources of student income; sources of college revenue; the growing dependence on state aid; and the wide range of expenditures per student among states. The factsheet concludes with a discussion of federal aid received by the colleges through student assistance programs, the Vocational Education Act, Title III of the Higher Education Act, and special programs such as the Minority Institutions Science Improvement Program. (JP)

Publication Type INFORMATION ANALYSES

Subcategory FACT SHEETS - Brief literature review with analysis on a critical issue in education.

Practical Application: This brief overview on students, instructors, curriculum, and finances of two-year colleges contains a wealth of information in a succinct but very readable format. It could serve as background information for a report, proposal, or survey. In addition to providing very specific data, the fact sheet presents an excellent overview for anyone looking at the broad picture of the two year college in the U.S. and its territories. Access to this single document could save a great deal of time which might be spent locating the same information in parts of many longer documents.

Availability: 2 - It is relatively difficult to find in ERIC.

BEST COPY AVAILABLE

ED 136 327 EA 009 204
Profiles of State Associations, 1976-77.
National Council of State Education Associations, Washington, D.C.; National Education Association, Washington, D.C.
Pub Date 76
Note—19p.; For a related document, see ED 131 524
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Elementary Secondary Education, *National Surveys, *Professional Associations, *Statistical Data, Statistical Surveys
Identifiers—*National Council of State Education Associations, *National Education Association
This annual publication is a compilation of statistical data that relates to the goals, programs, policies, and practices of professional education associations in fifty states. Almost 100 items are listed under nine major headings. This collection of statistical data is designed to serve as a quick reference, and it was compiled as a cooperative project by the National Education Association (NEA) and the National Council of State Education Associations (NCSEA). (Author)

Publication Type STATISTICAL DATA

Subcategory READY REFERENCE - Brief reference materials, fingertip facts.

Practical Application: This compilation of data on state educational associations presents information on the membership, dues, association structure, headquarters, staff, staff fringe benefits, travel provisions, publications, affiliates, goals, and committees of these organizations. It would be helpful to anyone seeking information on a specific state association, or wishing to survey the range of association practices as part of a reform effort or in founding a new organization.

Availability: 2 - It is relatively difficult to find in ERIC.

BEST COPY AVAILABLE

ED 204 209 SO 013 426
Project Basic Instructional Guide: Instructional Resources, Volume III, Citizenship.
Maryland State Dept. of Education, Baltimore.
Pub Date—80
Note—74p.; For a related document, see SO 013 427.
Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, *Citizenship Education, *Educational Objectives, Elementary Secondary Education, Instructional Materials, *Legal Education, Nonprint Media, Reference Materials, Resource Materials
This annotated bibliography lists elementary and secondary school materials according to citizenship education objectives determined by the Maryland State Board of Education. Listed under 30 objectives, entries include books, films, filmstrips, kits, records, games, audio- and videotapes, transparencies, periodicals, and pamphlets. A majority of the listings were published in the 1970s. Subjects encompass property rights, conflict resolution, political processes, all levels of government, the party system, responsibilities of elected officials, and the judicial process. Information provided for each entry includes author, title, copyright date, publisher, interest level, and annotation. (KC)

Publication Type BIBLIOGRAPHIES

Subcategory BIBLIOGRAPHIES - annotated lists of resources for the school practitioner.

Practical Application: This annotated bibliography could be used in planning a course or unit on citizenship. Under each citizenship objective, print and nonprint materials relating to that objective are described. In addition to providing ideas for nonprint media to use in the citizenship classroom, the behavioral objectives and annotations could aid a teacher in designing a citizenship course, or in incorporating citizenship within content area instruction.

Availability: 1 - It is relatively easy to find in ERIC.

BEST COPY AVAILABLE

ED 209 843 EC 140 357
Promising Practices: Reaching Out to Families.
Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Report No.—DHHS-OHDS-81-30324
Pub Date—May 81
Note—67p.
Pub Type— Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Community Programs, *Delivery Systems, Demonstration Programs, *Disabilities, Family Problems, *Family Programs, Program Descriptions

The document provides summaries of 53 programs from around the country demonstrating innovative approaches to identifying needs and developing and delivering services and materials to families. Chapters are organized according to broad themes which underlie their programs' design. Chapter 1 (10 programs) examines programs which explore informal service approaches and the use of natural support systems. Chapter 2 (16 programs) concerns programs which focus on particular groups' needs. Among these are children of families in crisis, hospitalized children, retarded children, persons with multiple sclerosis, children with spina bifida, and single parent families. Chapter 3 (11 programs) focuses on programs which address issues of the parent-child relationship. The last chapter (16 program) describes programs which seek to help the family develop as a strong adaptable unit. Program descriptions include program name, address, contact person and phone number, source of nomination, and a several hundred word description. A subject index to the programs is also provided. (DB)

Publication Type DESCRIPTIVE REPORTS

Subcategory PROMISING PRACTICES - Procedures or activities engaged in by the practitioner which are likely to bring about effective school programs.

Practical Application: This document provides summaries of 53 programs which identify needs and develop and deliver services and materials to families. These program descriptions provide program name, address, contact person and phone number which would be useful to information seekers. The document includes a subject index of the programs making it very easy to select and review specific sections.

Availability: 2 - It is relatively difficult to find in ERIC.

BEST COPY AVAILABLE

ED 101 286 CS 001 572

Glover, Michael

Quickie Tests for Reading: Fast, Simple Tests to Determine Reading Level.

New Mexico State Dept. of Education, Santa Fe. Div. of Instructional Services.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 74
Note—18p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors—*Cloze Procedure, Elementary Education, Evaluation Methods, *Informal Reading Inventory, *Reading Diagnosis, Reading Instruction, Reading Level, *Reading Tests, Test Construction

The reading test forms in this booklet are to be used primarily for determining students' reading grade level. In expanded forms, they can also serve as diagnostic tools for some reading and learning disabilities. All teachers should be able to administer these tests with relative accuracy and, when applicable, discover narrow areas which will require more comprehensive testing by a specialist. The tests discussed are commercially prepared informal reading inventories, the cloze procedure, and a sight word test. Information on preparing and on using the tests is provided. (TO)

Publication Type: TESTS, EVALUATION INSTRUMENTS

Subcategory: TESTS - Devices, procedures, or sets of items that are used to measure such things as ability, skill, understanding, knowledge, or achievement.

Practical Application: Presented are reading test forms for determining students' reading grade level. Included are quick and easy-to-use tests which could also serve as diagnostic tools for some reading and learning disabilities.

Availability: 2 - It is relatively difficult to find in ERIC.

BEST COPY AVAILABLE

ED 203 670 FL 012 346
Garcia, Angela B. Cerda, Janie De La
Essential Components of an Exemplary Bilingual Classroom.
Pub Date—79
Note—12p.; Contains light print.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Check Lists, *Demonstration Programs, Elementary Education, English (Second Language), Informal Assessment, Native Language Instruction, Program Evaluation, Second Language Instruction, Spanish
Identifiers—*Bilingual Programs
A checklist is presented for the evaluation of an elementary-level bilingual program for Spanish speakers. Questions for check-off cover classroom organization, teacher behavior, specifics of English and Spanish instruction, home culture instruction, teaching methods, and reclassification criteria. It is maintained that a positive response to each of the 34 questions would be indicative of an exemplary program. (JB)

Publication Type TESTS, EVALUATION INSTRUMENTS

Subcategory INSTRUMENTS - Measurement tools such as surveys, questionnaires, check lists which are used to collect data on items of interest to practitioners.

Practical Application: This check list contains questions that would be useful in evaluating any elementary bilingual program for Spanish speakers.

Availability: 2 - It is relatively difficult to find in ERIC.

Title: Celebrate Learning: Holidays in the Classroom K-6

Publication Type: GUIDES - FOR LEARNER

Subcategory: Worksheets - questions or activities distributed to individuals to develop a concept or reinforce skills.

Practical Application: This is a multi-curriculum study unit which focuses on holidays, anniversaries, and special days. The information and worksheets may be used individually or in small or large groups to enrich/supplement different subject areas; e.g., language arts, math, art, etc.

Availability: This document is available from the Oklahoma State Department of Education

1 - Easily available

Title: Our Government

Publication Type: GUIDES - FOR LEARNERS

Subcategory: Pictorials - illustrations; charts; bulletin board aids; used with students in connection with learning.

Practical Application: This booklet is one of a series of four bilingual publications to introduce Asian Americans or recent Asian immigrants to the fundamental nature of U.S. government. Written in both Korean and English, the booklet discusses the basics of governmental organization, the reasons for the kind of governmental organization in the U.S., and the structure of U.S. government. Ample pictorials are presented. The material could be used as an introductory vehicle for teaching Korean students about government.

Availability: The development of this document was funded by the U.S. Department of Education. This, and other similar documents, should be relatively easy to obtain once the source is identified.

1 - Easily available

Title: Working Draft of Teacher Evaluation, Sheridan School District, Denver, CO

Publication Type: GUIDES - FOR NON-CLASSROOM USE

Subcategory: School Policies/Procedures - Governing principles that serve as guidelines or rules for decision making and action in a given area, and methods of implementing these principles.

Practical Application: This draft is a working document from one school district which includes 1) a statement of agreements between teachers and a school district; 2) the purpose, rationale, and objectives of a teacher evaluation program; and 3) a teacher evaluation form listing goals, behaviors, and indicators. The evaluation can be used to suggest evaluation criteria for a teacher evaluation program as well as indicators to look for in conducting the evaluation.

Availability: This kind of document exists in many school districts throughout the U.S. However, acquiring the document would usually mean making contact with the appropriate school district administrator.

1 - Easily available

Title: Schooling for a Global Age (Executive Summary)

Publication Type: GUIDES - FOR NON-CLASSROOM USE

Subcategory: Book Reviews - abstracts and evaluations of books, which would help the practitioner determine their usefulness in school based situations.

Practical Application: This is a detailed summary of the book Schooling for a Global Age, the first of three books about issues and practices in schooling. They are the result of the collection of background material for the Study of Schooling project. The book is based on reviews of research, exemplary practices in schools and opinions about what course schools should be following in global education. This summary could be used by educators to gain a perspective of the status and future of global education and to decide whether to buy the book itself.

Availability: This summary and book are available from the commercial publisher McGraw Hill.

1 - Easily available

Title: Board Policy Manual--Putnam City School District I-1 Oklahoma

Publication Type: GUIDES - FOR NON-CLASSROOM USE

Subcategory: Administrator Guides - materials designed for immediate and practical use by school site leaders which may include descriptions of methods which would enhance supervisory and managerial skills.

Practical Application: The example is just the introduction and copy of one section in the manual. The complete policy manual is for the school district of a large urban district in the southwest. It is in a loose-leaf binder so that it may be revised and updated. It includes the administration's rules for implementing board policy and exhibit documents such as the school district calendar, organization charts, salary schedules, etc. The sections are color coded and include: A) foundations and basic commitments, B) governance and operations, C) general administration, D) fiscal management, E) support services, F) facilities, G) personnel, H) negotiations, I) instructional program, J) students (section shown as example), K) school-community relations, L) education agency relations. Could be used as reference in the district or as an example of policy for those desiring to initiate or compare policies.

Availabilility: This document has very limited distribution, but could possibly be borrowed from the school district itself and copied.

3 - Extremely difficult to acquire

Title: A Parent's Guide to Standardized Aptitude and Achievement Testing

Publication Type: GUIDES - FOR NON-CLASSROOM USE

Subcategory: Handbooks - reference books covering policies and procedures related to the interests of the school practitioner.

Practical Application: A brief handbook/factbook directed to parents to help them understand standardized aptitude and achievement testing of their children. Includes: cautions about testing, some benefits of testing, and a few recommendations to help parents help their children do better on these tests. Could be used by teachers, counselors, school or district-level administrators to promote better understanding and public relations.

Availability: Since this document is copyrighted by NSPRA, copyright release would have to be obtained.

2 - Available with difficulty

Title: National Education Practice File - Technical Proposal

Publication Type: GUIDES FOR NON-CLASSROOM USE

Subcategory: Proposals - complete text of documents written in response to Requests for Proposals (RFPs) or written in an attempt to obtain funding for school programs.

Practical Application: This is a copy of the proposal that was submitted for this project, the National Education Practice File. It could serve as a model of a successful, funded proposal. It would be useful for the educator who is considering responding to a request for proposal.

Availability: 3 - Extremely difficult to acquire.

Title: Profile: Putnam City Schools

Publication Type: GUIDES FOR NON-CLASSROOM USE

Subcategory: Public Relations Materials - materials, ideas, techniques to promote goodwill and understanding between educators, schools or school districts, and parents or the community at large.

Practical Application: This is a descriptive brochure of a school district. Printed on 11" x 17" stock and then folded to legal length envelope size, the brochure includes a statement of philosophy, a brief history of the district, a listing of board members, a district map, a listing of district schools and their principals, and general information about district operations. The brochure is useful as a model of the kind of public information brochure that might be developed by any school district.

Availability: This kind of information is readily available by making contact with a Superintendent's office or a Public Information Officer in a school district.

1 - Easily available

Title: "Ideas" and "Challenge: for Able Students"

Publication Type: GUIDES - FOR TEACHERS
and/or
GUIDES - FOR NON-CLASSROOM USE

Subcategory: Journal Columns - Special departments or features that appear regularly in educational journals.

Practical Application: "Ideas" is a monthly column in Arithmetic Teacher that presents activities that are appropriate to use with students at various levels in the elementary school.

"Challenge: For Able Students" presents short "recipe card" ideas for use with elementary gifted students. These appear regularly in Arithmetic Teacher, usually adjacent to the "Ideas" column.

These columns could be included in the file on a quarterly or periodic basis.

Availability: It would be necessary to obtain copyright release.

2 - Available with difficulty

Title: Take Heart! A Valentine

Publication Type: GUIDES - FOR TEACHERS
and/or
GUIDES - FOR NON-CLASSROOM USE

Subcategory: Journal Ideas (compiled) - a series of conceptually related or topically related ideas or activities to support learning compiled from different issues of the same journal.

Practical Application: These are a series of articles from the February issue of Instructor presenting arts and crafts ideas for Valentine's Day. By compiling ideas from 10 years of Instructor, teachers would have an excellent collection of activities from which to choose to use in their classrooms.

Availability: It would be necessary to obtain copyright release.

2 - Available with difficulty

Title: Those Achievement Tests--How Useful?

Publication Type: INFORMATION ANALYSES

Subcategory: Executive Summaries - an abstract or summary which presents the critical points of a program or project.

Practical Application: This was an address delivered at a testing conference in 1979. It presents critical points/issues related to standardized achievement testing and the use of the results by districts and the public. It touches on reliability, comparison of scores (individually and by groups), difficulties in making sense of the studies, limitations, criterion-referenced tests contrasted to norm-referenced tests, and minimum competency testing. This could be used to provide information and a brief review of research to educators.

Availability: This document was Volume I, No. 1 and apparently will be available by subscription. Copyright release would probably be required.

2 - Available with difficulty

Title: Integrating Writing and Social Studies, K-6, Fact Sheet No. 6

Publication Type: INFORMATION ANALYSES (Research Reviews)

Subcategory: Fact Sheet - Brief literature review with analysis on a critical issue in education.

Practical Application: This fact sheet summarizes the reasons why elementary teachers should be interested in teaching writing within the context of social studies; provides a research summary on writing; and suggests some general writing activities. The fact sheet is useful to teachers and curriculum coordinators in planning to incorporate writing skills in the elementary social studies program. A number of appropriate references are suggested.

Availability: Any document produced by an ERIC clearinghouse would be easily available to anyone.

1 - Easily available

Title: Oklahoma State Department of Education, School Year 1981-82 Information on Education

Publication Type: STATISTICAL DATA

Subcategory: Ready Reference - brief reference materials, fingertip facts.

Practical Application: This wallet-sized sheet includes current statistics related to education in Oklahoma, e.g. number of students, graduates, exceptional children, school districts, schools, professional staff, support personnel, salary and appropriations and revenue.

Availability: This is readily available during the named school year from the Oklahoma State Department of Education at no cost. Should be acquired annually. Probably most states issue this type of information through their State Departments of Education.

1 - Easily available

Title: Operation Stay in School

Publication Type: DESCRIPTIVE REPORTS

Subcategory: Promising Practices - procedures or activities engaged in by the practitioner which are likely to bring about effective school programs.

Practical Application: A preventative, not punitive program that focuses the combined efforts of parents, law enforcement personnel, probation officers and school district staff on improving school attendance is described briefly, but the ideas contained therein could be used by other districts which are having attendance problems.

Availability: Brief description of promising school practices appear in newsletters, journals, flyers, newspapers and other easily accessible publications.

1 - Easily available

Title: Law Related Evaluation Project

Publication Type: TESTS, EVALUATION INSTRUMENTS

Subcategory: Instruments - measurment tools such as surveys, questionnaires or check lists which are used to collect data on items of interest to practitioners.

Practical Application: This questionnaire is used to assess various aspects of a law-related education program at the secondary level. Assessed are 1) general knowledge of the law; 2) attitudes, beliefs, and behaviors about the law; 3) perceptions of others' views of the individual responding; 4) reporting on others' behavior; 5) opinions about violence; and 6) reporting about own behavior. The 35 content-related questions would be useful in testing knowledge about the law and the 38 attitude questions would be useful in assessing attitudes toward law-related values. The remaining questions are part of the concerns of an evaluation study. While useful for the evaluation study, they may not be very useful for classroom teachers.

Availability: The Social Science Education Consortium is willing to give release on almost all of its publications. However, instruments used by other projects may not be as easy to acquire.

1 - Easily available

E

Document Type	Teachers Total	Teachers Rank	Administrators Total	Administrators Rank	Librarians Total	Librarians Rank	Prof. Assc. Total	Prof. Assc. Rank	Federal Total	Federal Rank	Overall Total	Overall Rank
1. Readings	117	14	81	20	63	23	26	9	63	13	350	19
2. Games/Puzzles	72	1	74	15	28	7	33	16	80	25	287	7
3. Task Cards	89	6	76	16	24	5	17	2	78	23	284	6
4. & 27.) Pictorials	86	5	83	21	33	8	37	22	104	30	343	16
5. Learning Activity Packets	95	9	64	13	12	2	11	1	38	5	220	1
6. Units of Study	72	1	57	9	9	1	29	13	63	13	230	2
7. Lesson Plans	80	3	63	12	13	3	20	5	72	19	248	4
8. Curriculum Guides	133	20	76	16	40	10	19	3	76	21	344	17
9. Simulations	107	12	91	25	43	11	41	24	72	19	354	20
10. Resource Materials	103	11	86	23	49	13	19	3	48	8	304	11
11. & 28.) Policies/Procedures	187	29	55	8	57	19	21	6	69	17	389	25
12. Software/Hardware Evaluation	128	19	53	7	54	16	33	16	29	2	297	9
13. & 30.) Administrative Guides	176	25	16	1	66	25	42	25	41	6	341	15
14. Objective Banks	164	23	69	14	55	17	27	10	62	12	377	22
15. & 31.) Handbooks	176	25	47	4	60	21	47	27	84	27	414	28
16. & 23.) Public Relations Materials	176	25	52	5	63	23	25	8	78	23	394	26
17. Research Summaries/ Synthesis	115	13	41	3	73	27	35	19	35	4	299	10
18. Literature Reviews	120	15	71	14	58	20	24	7	48	8	321	12
19. & 36.) Executive Summaries	182	28	58	10	84	28	17	20	46	7	387	24
20. & 37.) Fact Sheets	124	16	54	6	24	5	47	27	29	2	278	5
21. & 38.) Ready Reference	145	22	77	18	62	22	47	27	46	7	377	22
22. Bibliographies	95	9	78	19	71	26	51	30	52	11	347	18
23. & 39.) Promising Practices	124	16	24	2	50	14	31	15	13	1	242	3
24. Tests	90	7	85	22	52	15	35	19	63	13	325	13
25. & 40.) Instruments	168	24	60	11	37	9	35	19	71	18	371	21
26. Worksheets	82	4	90	24	20	4	35	19	65	16	292	8
29. Book Reviews	140	21	96	36	59	21	45	26	82	26	422	29
32. Proposals	203	30	91	25	84	28	28	13	89	29	495	30
34. Journal Columns	127	18	93	29	55	17	37	22	88	28	400	27
35. Journal Ideas Compiled	94	8	91	25	44	12	27	11	76	21	332	14

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F

Report of the Quality Control Subgroup of the National Practice File Workgroup

The following are ideas submitted by the subgroup of the National Education Practice File Working Group related to quality concerns in the building of the file. There are three general categories that the subgroup addressed--process, issues, and linkages.

Process

1. There is a recommendation that eventually clearinghouses might work with a local group of representative teachers and administrators with respect to document selection.

2. There should be no endorsement implied or intended of any practice file materials in the ERIC system .

3. Clear guidelines for format of teacher materials, especially lesson plans, should be identified. Some general criteria are that the format not be cumbersome and that there be an easy way to identify lessons that are to be included in the file.

4. There needs to be a recognition (reward) system established for teachers who submit materials.

5. Ultimately, teacher users should have the feeling that their materials are wanted for the system and that new materials are continually being entered.

6. There should be microcomputer recordkeeping at user sites so that from time-to-time reports on use can be submitted to the ERIC system. This would be a key to acquisitions.

Issues

1. A difficult issue is how to protect copyrighted material from being submitted with teacher submitted materials. Often teachers use copyrighted materials in lessons or lesson plans or guides and don't identify the source. Thus, a clearinghouse which encounters a document (e.g., a lesson plan) may not be aware that there would be internally copyrighted materials.

2. How will length criteria be established with respect to documents that are short and easy to use? What should be the criteria?

3. Is there a necessity to redefine abstracting criteria with regard to how resumes are presented and formatted for teacher use materials?

4. What are to be the criteria for the timeliness of any given topic of teacher use or administrator use materials?

5. What are the criteria for detecting sex and/or ethnic bias in any teacher material?

6. Should the grade level/levels of any teacher use material be clearly stated?

Linkages (Acquisitions)

The following are sources of linkages that would presumably help with the quality issue:

1. Existing teacher centers.

2. School districts.

3. Professional associations.

4. Teacher organizations.

5. Magazines such as the Instructor.

6. State departments of education.

7. Workshop materials compiled by university lab schools, etc.

Marketing and Promotion

Recommendations

We recommend that:

1. The national and regional offices of the U.S. Department of Education, Office of Elementary and Secondary Education should work closely with the 5 field test sites to disseminate information about ERIC and the new File.

2. Local, state, and national conventions and meetings be used as dissemination points for information on ERIC and new File.

3. NIE continue to involve local and state agency representatives in the planning of a marketing and promotion program for ERIC and the new file.

4. The 5 field test sites provide a multi-media, hands-on approach to acquaint teacher and other potential users with ERIC and the new File.

5. Newsletters and other publications of professional associations be used to promote ERIC and the new File.

6. NIE develop printed material which promotes ERIC and new File. This material should be brief, to the point, and inviting. This material should demonstrate the areas of user interest and show practical applications.

7. An application of the currently-in-print ERIC materials be made at the 5 field test sites.

8. Promotion items, give aways, could be considered as a means of making potential users aware of ERIC, e.g. coffee cup coasters, paper weights, displays for teacher lounges.

9. Teacher Centers be used to promote ERIC and the new File.

Appendix H

Special Issues Report

The Committee on Special Issues was formed to address items which had surfaced during the meeting and which were of interest to specific individuals, if not to the Working Group at large.

Following is a brief recap of those items:

1. The group felt that the Practice File should be designed so that teachers could access it directly without going through an intermediary such as an administrator or librarian or media specialist or information center. It also was believed that students should be taught to search the Practice File.

2. It was believed that the Practice File itself should be a model, that the structure of the file and its ease of use should be considered to be equally as important as the content.

3. It was reiterated by NIE staff that the Practice File could not contain commercial, copyrighted materials, that the Federal government could not appear to be "sponsoring" or "endorsing" commercial materials.

4. Interest was expressed in having "see also" references in the Practice File. For example, if someone requested information on computer software, it would be valuable to have the Practice File respond (online) "See also the RICE (Resources In Computer Education) database."

5. Concern was expressed that "Promising Practices" was a difficult category to include in the Practice File and that perhaps "Promising Practices" should be validated beyond the sponsoring agency. (However, the Working Group as a whole did not share this concern--editor.)

6. It was suggested that the evaluation of the Practice File should examine the file in terms of cost benefits, cost per use, and a cost benefit ratio.

7. Concern was expressed over keeping politically inspired censorship from impacting on the selection of materials for inclusion in the file, that selection criteria transcend any political party ideology.

8. The group believed it should be kept in mind that some local Boards of Education might have policies which would prevent the inclusion of locally-developed materials in a national database.

I

General Acquisitions Sources for the Practice File

I Education Agencies at the Local, State and Federal Levels

Department of Education Regional Offices
State Departments of Education
Colleges and Universities (including community college)
Teacher Centers
Libraries
Classroom Teachers
School Administrators
School Boards
Parent Teacher Associations
Curriculum Directors
Conferences, Workshops, Seminars & Summer Institutes
Special Schools (vocational, magnet, etc.)
Student Organizations (honor society)

II Business and Industry

Commercial Publishers
Newspapers (education editors)
Training Directors in Selected Industries
American Medical Association
Hospitals
Bar Associations
Chambers of Commerce
Insurance Companies
Foundations
Oil Companies
Armed Services
Labor Unions
Telephone Companies (and their directories)
Utility Companies
Lobby Groups
Postal Service
National Park Service
Educational TV

III Service Providers

Police and Fire Departments
American Red Cross
Social Service Agencies
Educational Arms of Churches
Museums
Safety Agencies
Zoos
Extention Agents
Embassies of Foreign Countries
United Nations
UNESCO/WCOTP
Catalogs of Free Materials

T.

IV Professional Organizations at the Local, State & National Levels

Encyclopedia of Associations
Children Advocate Organizations
Coalition Groups (e.g. National School Volunteers)
Teacher Organizations
Non-Education Professional Groups
National Association of Black School Educators
Ethnic Organizations

NATIONAL EDUCATION PRACTICE FILE

SPECIFIC ACQUISTIONS SOURCES

TEACHERS	WORKING GROUP MEMBER
Director: Florida State Museum (housed at, but a Statewide museum) University of Florida Gainesville, Florida 32611	Sam Andrews
Director of Inservice Education Alachua County School District Gainesville, Florida 32603	
Rocky Mountain National Park Nature Seminars Estes Park, CO	Nancy Bentley
Colorado Educational Media Assoc. (CEMA)	
Pikes Peak Mental Health Assoc. Colorado Springs, CO	
Society of Childrens Book Writers Rocky Mt. Chapter	
Mimesmatic Assoc. Colorado Springs, CO.	
Teacher Center 197M Elliot Weitz 2230 Fifth Ave. NYC, NY 10037	Elliot Weitz
Susan Glass UFT - Director of P.R. 260 Park Ave. S. NYC, NY 10010	

Jack Walton
Instructional Info. Center
131 Livingston St.
Brooklyn, N.Y.

Elliot Weitz

Dr. Robert Delisle
Lehman College
Bedford Park Blvd.
Bronx, N.Y.

American Federation of Teachers
11 Du Pont Circle
Washington, D.C.
(Marilyn Rauth)

Geneviève Yarnold

AFL-CIO Dept. of Education
Washington, D.C.
(Jim Auerbach)

National Education Assoc.
Dr. Sharon Robinson
1201 16th St. N.W.
Washington, D.C. 20036

Rita Hodgkins

California Media and Library Ed. Assn.
Old Bayshore Road
Burlingame, CA 94010
(contact Jay Montfast-sp?)

PRINCIPALS

Dr. Maryanne Lecos, Assistant Supt. of Instruction
Fairfax County Public Schools
Fairfax County, VA.

Joan Freck

Dr. Willis Furtwengher
Dept. of Educational Leadership
George Peabody College of Vanderbilt Univ.
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Mr. George Hamel
Director of School-Community Relations
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Joan Freck

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Department of Instruction
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John Gasper

Dr. Scott Thompson, Executive Director
NASSP
Reston, VA.

Sister Carleen Reck
NCEA
Washington, D.C.

Wallace Dunne

Dr. Edgar Ebett
Youngstown State University
Youngstown, Ohio

NATIONAL ORGANIZATIONS

Marilyn Rauth, Education Director
American Federation of Teachers
Dupont Circle N.E.
Washington, D.C.

Myrna Cooper

Ann Gpindel, Director
Ardsley, Greenburgh Elinsfart Teacher Center
East Hartsdale Ave. 10035

Myrna Cooper

Cathy Pessino - Museum Natural History
NYC Museum Services

National Education Association
Sharon Robinson, Director I.P.D.
Washington, D.C.

Brice Verdier

AACTE
Washington, D.C.
Journal of Teacher Education editor

LIBRARIANS

Randy Randalls
Metro Teacher Center
Nashville, TN

Carolyn Daniel

Ann Prentice
Grad School of Library and Info. Science
University of Tenn.
Knoxville, TN

American Assoc. of School Librarians
ATTN: Alice E. Fite
50 E. Huron Street
Chicago, ILL 60611

Judy King

Regina Crutchfield
M.C.P.S.
650 Hungerford Drive
Rockville, MD 20850

FEDERAL REPRESENTATIVES

Former project directors from the last round of projects,
in the programs that were cancelled recently-
Teacher Corps
Teacher Centers
Basic Skills
Career Education
Environmental Ed.

Lois Weinberg

People involved with programs that were submitted to the JDRP, during the last year, but did not pass. This might be available from NDN.

Lois Weinberg

Sandra Gray, Executive Director
National School Volunteer Program
701 North Fairfax Street
Alexandria, VA (703) 836-4880

Thomas Burns

Jim Kirkpatrick
Exec. Assoc., Director (Public Affairs)
American Assoc. School Administrators (AASA)

American Personnel and Guidance Association
Two Skyline Drive
Falls Church, VA
ATTN: Librarian

Walter L. Brown

American School Counselors Assn.
Two Skyline Drive
Falls Church, VA
ATTN: Editor, Journal of Guidance

PRACTICE FILE SEARCH
(Based on 05?)

	SET NO.	SEARCH		HITS	
General Limits and Repeating Sets	-	Limitall/090538-999999/AVAIL			
	1	S DT=05?			27,038
	2	S DT=051 OR 052 OR 055		3967 6874 5414	14,352
Search 1	3	S Promising(w)Practice?	OR	93	472
		Validated Programs		381	
Search 2	4	S Games/DF	OR	350	
		Puzzles/DF	OR	51	
		Toys/DF	OR	119	
		Childrens Games	OR	73	
		Reading Games	OR	58	775
		Educational Games/DF*		227	
	5	C (1*4)-3			355
Search 3	6	S DT=100			118
	7	S Charts/DE	OR	389	
		Illustrations/DF	OR	253	
		Graphs/DF	OR	312	1238
		Maps/DF	OR	203	
		Transparencies/DF		167	
	8	S Bulletin Boards			22
	9	C (6+(1*7)+8)-(3+5)		✓	659
Search 4	10	S Public Relations/DF*	OR	270	
		School Business Relationship/DF*	OR	382	1485
		School Community Relationship/DF*		941	
	11	C (1*10)-(3+5+9)			332
Search 5	12	S School Policy/DF*	OR	117	
		Discipline Policy/DF*	OR	126	
		Administrative Policy/DF*	OR	439	1666
		Educational Policy/DF*	OR	997	
		Interdistrict Policies		10	

	SET NO.	SEARCH		HITS	
Search 5 (Cont.)	13	S Administrator Guides			924
	14	S DT=090			1924
	15	C (1*13)+(12*14)-(3+5+9+11)			824
Search 6	16	S Annotated Bibliographies/DE*	OR	1566	1902
		Annotated(w)Bibliograph?/TI		761	
	17	S DT=131			5598
	18	C (16*17)-(3+5+9+11+15)			1679
Search 7	19	S Tests/DE	OR	7089	16,754
		Test/DE	OR	4560	
		Questionnaires/DF	OR	4431	
		Check Lists	OR	684	
		Measures/DE	OR	1487	
		Scales/DE	OR	995	
		Interest Inventories	OR	183	
		Educational Assessment		2706	
	20	S DT=160			2725
	21	C (19*20)-(3+5+9+11+15+18)			1792
Search 8	22	S Behavioral Objectives/DF*	OR	708	1338
		Affective Objectives	OR	140	
		Cognitive Objectives	OR	69	
		Psychomotor Objectives	OR	61	
		Graduation Requirements/DF*	OR	112	
		Course Objectives/DF*	OR	202	
		Minimum Competencies		125	
	23	C (1*22)-(3+5+9+11+15+15+21)			661
Search 9	24	S Resource Materials	OR	1156	2871
		Readings	OR	1483	
		Supplementary Reading Materials		302	
	25	C (1*24)-(3+5+9+11+15+18+21+23)			1633

	SET NO.	SEARCH		HITS	
Search 10	26	S Handbook?/TI			1876
	27	C (1*26)-(3+5+9+11+15+18+21+23+25)			1310
Search 11	28	S DT=07?			5143
	29	S Literature Reviews	OR	3116	5174
		State of the Art Reviews	OR	1632	
		Research Reviews (Publications)		712	
	30	S Summar?	OR	13,300	14,340
		Synthes?		1324	
	31	S Fact(w)Sheet	OR	200	654
		Executive(w)Summer?/TI		454	
	32	C ((28+29)*30)+(31)-(3+5+9+11+15+18+21+23+25+27)			2051
Search 12	33	S Curriculum Guides	OR	4178	11,667
		Lesson Plans	OR	1278	
		Units of Study	OR	2173	
		Learning Modules		2746	
		Worksheets		485	
		Learning Activities		2451	
		Teaching Guides		1199	
		Writing Exercises		336	
		Drills (Practice)		60	
		Individualized Education Programs/DF*		137	
	34	S Task(w)Card?		76	344
		Learning(w)Activity(w)Pack?		268	
	35	C (1*33)+(34)-(3+5+9+11+15+18+21+23+25+27+32)			8000
Remainder Set #1	36	C 2-(3+5+9+11+15+18+21+23+25+27+32+35)			7529
		The items pubtyped 051, 052, 055 that were not hit in any of the 12 searches			
Remainder Set #2	37	(3+5+9+11+15+18+21+23+25+27+32+35)	Total Hits=		19,724
	38	Limit 37/157988-999999/ED	1979+ =		11,237
	39	38-2			4414
		The items hit in the 12 searches that were post-1979 and not pubtyped 051, 052, or 055			

V.B.24A

TARGET AUDIENCE

PROFILE

Data Element/Field	-	Target Audience
Data Entry Tag	-	AUD::
Field ID Number (Tape)	-	51
Character Set	-	Alphabetic
Mandatory/Optional	-	Optional
Subfields Permitted	-	Yes
Field Length (Experience)	-	[New field; Jan. 1984-]
Files	-	RIE only

TYPICAL ENTRY

AUD::Administrators

HISTORICAL NOTE

This data element, in its fully defined form, was added to the ERIC database beginning with the January 1984 issue of Resources in Education (RIE). During the last quarter of 1983 (November-December issues of RIE), as part of a pilot project investigating a specialized document-based "Practice File," the terms "Practitioners" or "Students" were added to this field for all regular input documents whose Target Audience was explicitly stated as Practitioners or Students. This data was distributed to all the major online vendors as part of their regular monthly update tapes.

In addition, this same "Practice File" pilot project retrospectively reviewed RIE data (for the period January 1979 through October 1983 and added these same two target audience terms to all appropriate accessions identified in this nearly 5 year period. This retrospectively "tagged" data (approximately 15,000 records) has been offered as an update to all the online vendors. At this writing, only DIALOG has agreed to update their search files with the 1979-83 data.

Searchers should therefore note that in any given record during the five year period 1979-1983, the Target Audience field may contain the terms "Practitioners" or "Students," but will not contain any other audience terms. Beginning with 1984, the Target Audience field may contain any of the various terms described in this section. Use of this data element in a computer search will automatically exclude all material entering the ERIC database prior to 1979 and will severely limit the output during the period 1979-1983.

GUIDELINES

The Target Audience data element is intended to identify the segment of the educational community (or related public) that the document has been written for and that it is directed at. In creating a document, an author or preparing institution frequently (but not always) has in mind an intended audience that they hope will pick up the document and use it. It is the purpose of this data element to identify this audience and to record it in such a way that searchers may, if they desire, limit their search output to material directed at specific audiences.

For this purpose, various "audiences" have been identified. These audiences represent those segments of the educational community (and related public) that can in a practical way be distinguished from one another. Other segments exist, but have not been selected for a variety of reasons: (1) they are too small and specialized; (2) they overlap too much with one another and would therefore create decision problems; (3) they are not sufficiently well-defined or do not have an agreed-upon identity; (4) documents are not written specifically for such groups in any quantities, etc. The defined audiences are:

EDUCATIONAL COMMUNITY	Policymakers	
	Researchers	
	Practitioners	
	Administrators	SUBGROUPS OF GENERIC "PRACTITIONERS" CATEGORY
	Teachers	
	Counselors	
	Media Staff	
	Support Staff	
	Students	
EXTERNAL GROUPS	Parents	
	Community	

FIGURE V-18: TARGET AUDIENCES (AUTHORITY LIST)

These "audiences" are more fully defined in Figure V-18 by the provision of examples of the types of jobs/staff that would fall in each category.

The key guideline to note in applying this data element is that "Target Audience" implies that someone has selected a target to "shoot" at. That "someone" is the document preparer (author or institution). The cataloger should not speculate on who might be interested in the document, or who ought to read it, or who the cataloger would like to see read it, or who could get something out of it. Applying this data element in a subjective way would not permit the necessary consistent application by the many ERIC catalogers involved.

It is essential, therefore, that the Target Audience decision be based objectively on what the document says and what can be determined unambiguously by examination of the document and its characteristics, i.e., the decision should be based on hard evidence. This is not a mandatory data element and should not be cataloged unless it can be cataloged easily and without mental reservation about the decision.

Figure V-18 displays the various audience types and provides extensive guidance to the cataloger by defining each audience in terms of the types of staff/jobs that would make up each category. Further, Figure V-18 provides examples of the types of documents that would tend to be directed at each audience. Please notice the use of the word "tend." The decision as to Target Audience is essentially independent of all other data elements, including Publication Type. For example, a bibliography cannot be said to be targeted for any particular audience simply by virtue of being a bibliography. To be assigned a Target Audience, a bibliography must state for whom or for what objective it was prepared.

The major Target Audience, "Practitioners," as the largest single audience met with, has been subdivided into five specific types of practitioner, for greater flexibility to the user/searcher. The cataloger may use the generic term "Practitioners" to indicate the audience or may use any of the sub-categories. If three or more practitioner sub-categories are indicated, the cataloger should simply use the generic term "Practitioners" by itself.

In order to facilitate the limitation of search output by the large "Practitioners" category, whenever a cataloger employs one of the practitioner sub-categories, the ERIC computer system will automatically add the generic term "Practitioners" to the field. In other words, it is not necessary for the cataloger to write the term "Practitioners" if one of the practitioner sub-categories is being used.

COMMON PROBLEMS AND HOW TO HANDLE THEM

- When to Use the Generic Term "Practitioners"?

  If a clearly practitioner-oriented document fails to say explicitly (or via evidence) which particular practitioners are being addressed, then it is generally better to simply use the generic term "Practitioners" than it is to "force" a finer classification, e.g., via process of elimination.

MAJOR GROUPS	EDUCATIONAL COMMUNITY								EXTERNAL GROUPS	
	POLICY-MAKERS*	RESEARCHERS*	PRACTITIONERS*					STUDENTS	PARENTS	COMMUNITY
SUB GROUPS			ADMINISTRATORS*	TEACHERS	COUNSELORS*	MEDIA STAFF*	SUPPORT* STAFF			
TYPES OF STAFF IN EACH AUDIENCE	Boards of Education Education Commissions/ Committees Legislators Regulators School Boards Trustees	Analysts Evaluators Experimenters Research Managers Researchers Statisticians Surveyors Test Construction Specialists	Administrators Business Office Staff Coll/Univ. Pres. Commissioners Consultants/Advisors Coordinators County Staff Curriculum Spec. Deans District Staff Financial Staff LEA Staff Legal Staff Personnel Staff Planners Principals SEA Staff Superintendents Supervisors	Camp Staff Coaches Day Care Staff Inservice Teachers Instructional Personnel Part-time Teachers Preservice Teachers Professors Remedial Teachers Spec. Ed. Staff Student Teachers Substitute Teachers Teacher Aides Teacher Assoc./ Unions Teacher Educators Teachers Teaching Interns Tutors Voc. Ed. Staff	Career Assistance Staff College Placement Staff Counselors Guidance Staff Psychologists (Functioning as Advisors, e.g. on Social Adjustment, etc) Student Advisors	Audiovisual Staff Diffusion/ Dissemination Specialists Information System/ Center Staff Librarians Media Center Staff	Athletics (non teachers) Buildings & Grounds Food Services, e.g. Cooks, Dietitians, Nutritionists Health Services, e.g., Physicians, Nurses, Therapists Psychologists (Functioning as Mental Health Monitors), Psychiatrists, etc. Secretaries Transportation Staff Volunteers	Learners Pupils Scholars Students	Foster Parents Parents PTA Groups Single Parents	Church Leaders Clergy Community Groups Employers Industrial/Commercial Organizations Local Businesspeople Neighborhood Groups
TYPES OF DOCUMENTS *COMMONLY* (BUT NOT ALWAYS) DIRECTED AT EACH AUDIENCE	Assessments of Educational Progress Feasibility Studies National Commission Reports	Conference Presentations (Researchers Talking to Researchers) Research Reports Research Summaries Statistical Compilations	Administrator Guides Conference Presentations (Administrators Talking to Administrators) Contracts Fact Sheets Forms Guides for Evaluating School Programs Handbooks Laws Policies Regulations	Annotated Bibs. Conference Presentations (Teachers to Teachers) Curriculum Mat. Guides for Selecting Instructional Materials Instructional Mat. Learning Activity Packages Lesson Plans Promising Practices Resource Mat. Tests Units of Study	Career Guidance Materials College Related Information Directories Forms Reference Works Tests	A-V Materials Bulletin Board Materials Dictionaries Directories Fact Sheets Graphs Illustrations Library Manuals Micrographic Materials Mixed Media Pictorials Posters Reference Works Resource Materials	Building Plans Facilities Materials Health-Related Materials Maintenance Schedules Nutrition/Meal-Related Materials	Background Readings Games Puzzles Resource Materials Study Suggestions Textbooks Worksheets	Assessments of Educational Progress Fund Raising Materials Guides for the Public Public Relations Materials	

*The word "Education" or "Educational" should be understood to be in front of each of these terms, e.g. "Educational Administrators".

Figure V-19: Target Audience Groups (Defined by Example)

BEST COPY AVAILABLE

- Practitioners - Must They be School-Based?

1) The Practice File project has never defined practitioners as solely those that are formally school-based; 2) Many educational practitioners perform their functions in non-school-based situations, e.g. Indian reservations; 3) There is great difficulty in defining precisely what a "school" is; 4) A school-based practitioner may well be justly targeted by a document describing a function (e.g. teaching, counseling, media work, etc.) going on outside a formal "school" setting. For these reasons, the entire practitioner group in this scheme can be referred to as education-based, but not necessarily school-based.

- Primary Targets and Secondary Targets

Primary target groups should, of course, be cataloged. Secondary targets should be reviewed critically and used sparingly. A research report that is basically intended for researchers, but that concludes its technical discussion by detailing the extensive implications of the research findings for working counselors, is probably legitimately cataloged as for "Researchers; Counselors". However, a teacher manual that contains ideas for a teacher to use in the classroom should probably be restricted to "Teachers", even though some of the material consists of actual problems to be solved by students. The reasoning here is that the document itself is intended for teacher use and would reside on the teacher's desk no matter what the teacher might choose to extract from it for student use.

- What Kind of Document is Targeted for "Researchers"?

The following factors can be considered "evidence" that a document is researcher-oriented: 1) amount of material devoted to directions for further research; 2) amount of experimental and statistical data presented (that could only be checked by other researchers); 3) degree of technicality of material presented (that could only be comprehended by other researchers); 4) forum in which presented, e.g. annual conference of professional society (researchers talking to researchers).

- Overlap between Audiences

It is easy to imagine some overlap between the audiences, e.g. the administrator who is allowed to set policy, the teacher who becomes temporarily a student, etc. For the purposes of this scheme, however, it is necessary to assume that the groups are relatively "pure", i.e. Policymakers set policy, Administrators administer school systems, etc. The classifier should not blur the essential distinctions between these groups, even though real life situations may well do so.

SUMMARY OF SIGNIFICANT RULES

1. The Target Audience is something that is decided upon by the author or institution creating the document and that is either explicitly stated or very much implied by evidence in the document itself. In other words, the Target Audience should be an obvious and unambiguous characteristic of the document, similar to its publication date or pagination. It is not intended to be a matter of speculation by the cataloger or indexer. If the Target Audience is not stated or is not obvious, then it should not be cataloged.

2. A document will usually have only one Target Audience (if it has any at all), but a document may have more than one Target Audience, e.g., Teachers and Students, Administrators and Parents, etc. There is no restriction on the number of Target Audiences that may be cataloged as long as the authority list is adhered to; however, if the number of practitioner groups involved is three or more (out of the five available) then the cataloger should simply use the generic term "Practitioners."

3. The "Practitioners" category of Target Audience has five sub-categories. The cataloger may use the broad, overall tag "Practitoners" by itself or may use any combination of the sub-categories. When using the sub-categories, it is not necessary to add the more generic tag "Practitioners." The ERIC computer system will automatically add the tag "Practitioners" to any Target Audience field using one or more of the Practitioner sub-categories.

4. Target Audience is not to be decided upon solely on the basis of the Publication Type involved. For example, a bibliography cannot be said to be targeted for any particular audience simply by virtue of being a bibliography. To be assigned a Target Audience a bibliography must state for whom or for what objective it was prepared. While certain types of documents will certainly tend toward being prepared for particular audiences, the Publication Type data element should be regarded as essentially independent of the Target Audience data element. (The one exception is the 051/052 group of Publication Type codes which are by definition "Classroom Use" materials for teachers or students, respectively).

Dates Presently Called for in RFP	Suggested Changes	Implications
June 6 Develop Acquisitions Plan	April 11	None
October 3 Implement Acquisitions Plan	June 1	No money for acquisitions until Year 2
October 17 *Outline changes needed in ERIC software	May 15	No money for software changes until Year 2. Software changes need to be clarified before document processing begins
October 17 Add new documents to Test File	August 15	Acquisitions, selection, processing and preparation of computerized file should take place in Spring and Summer, 1983
November 7 Make changes in software	July 15	Software changes must precede adding new documents
November 14 Field test version available to test sites	October 1	Field test should begin October 1 and end August 31, 1984. September, 1984 should be for evaluation
October 3 Prepare Field Test plan	June 1	
November 14 Prepare Training and Awareness materials/PR materials	August 1	
November 14 Secure agreements with Test Sites	July 1	If the second year weren't funded, there would be great ill-will created
December 12 - 16 Conduct training	October 1 - 5	Test Sites should be operational by October 1

APPENDIX E

NATIONAL EDUCATION PRACTICE FILE (NEPF)

ACQUISITIONS & SELECTION PLAN

DRAFT - June 1, 1983

San Mateo Education Resource Center (SMERC)
333 Main Street
Redwood City, CA 94063
(415) 363-5450

Katherine Clay, Project Director

Mary Moray, Project Coordinator

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Appendixes

A - Full-text examples

B - Short document examples

C - Compilation of Journal Articles example

D - Practice File Time Schedule

ACQUISITIONS AND SELECTION PLAN FOR THE NATIONAL EDUCATION PRACTICE FILE (NEPF)

1.0 Nature of the Practice File

Types of documents which would be of value to the practitioner were identified by the NEPF Working Group at the March 1-3, 1983 meeting in Washington, D.C. Participants in that meeting consisted of 7 teachers, 3 school librarians, 4 school principals, 4 representatives from federal education agencies, 5 representatives from national organizations serving building level school personnel, 3 Information Specialists, the Project Coordinator and the Project Director.

During the week of April 11, 1983, Project Staff, Charles Hoover, and Ted Brandhorst met to resolve a number of issues related to building the file. Following are the decisions made:

1. The file will be built taking into account the document needs identified by the Working Group, the Project Staff, consultants, NIE staff, and clearinghouse staffs.

2. The practice file will begin with a data base of approximately 12,000 documents from the present RIE file. A search strategy to retrieve those documents currently in RIE that meet the specifications of the Working Group, was designed cooperatively by the ERIC Facility and Project Staff.

3. It is anticipated that approximately 1,000 - 1,200 new documents will be added to the file during the period July, 1983-February, 1984. These documents will be added to RIE in much the same manner as documents are added to RIE at the present time.

4. The project will rely on existing clearinghouse acquisition networks plus newly suggested sources for document acquisitions.

5. The file will be field tested between October, 1983 and May, 1984.

6. SMERC and ERIC/ChESS will be responsbile for practice file document processing.

2.0 Major Differences Between Current RIE Selection Criteria and Practice File Selection Criteria

Practice File Selection Criteria	Current RIE Selection Criteria
Compilations of Journal Articles on a single topic	Not accepted for RIE (or CIJE)
Full text up to 500 words	Full text not accepted for RIE
Short documents	Documents under 5 pages need written justification for inclusion in RIE
Locally-developed and/or teacher-developed materials if they serve as a model	Locally-developed and/or teacher developed materials discouraged for RIE

1. It is anticipated that approximately 10%, or 100 to 120, of the new documents will be entered in full text. (See examples in Appendix A.) Instead of an abstract following the introductory material, the document will be entered in its entirety. Documents should not be more than 500 words in length and no excerpts from documents will be accepted. All other criteria for selection will remain the same as for other practice file documents. Quality of content and timeliness will continue to be major factors.

2. Localized documents will be acceptable if they provide a model for practitioners or contain information that could be utilized by practitioners outside the local area.

3. Practice file documents may be shorter than current RIE documents. It is likely that many practice file documents will be under ten pages, and may be one or two pages in length. (See examples in Appendix B.)

4. A few new document types will be included (e.g., compilations of journal articles; see Appendix C) and added emphasis will be placed on document types identified by the Working Group, but not generally found in ERIC (e.g., games and puzzles, worksheets or task cards.)

Other Considerations

1. Most new practice file documents will not be over three years old, although clearinghouse staff and project staff are aware that many kinds of documents may be timeless (e.g., lesson plans).

2. There will be a number of documents from new sources (e.g., The Red Cross).

3.0 TEN MOST OFT-ASKED QUESTIONS BY THE ERIC CLEARINGHOUSES (& ANSWERS)

Q1: During the developmental year, how do I know if a document should go to SMERC for the practice file or whether it should be processed at my clearinghouse?

A: If the document would normally be processed by your clearinghouse, go ahead and process it. If it does not meet your criteria, and may meet the practice file criteria, send it to SMERC for consideration for the practice file. Ask yourself 3 questions about each document. (1) Does this document belong in ERIC as we know it now? If the answer is yes enter it in ERIC. If the answer is no, ask the second question: (2) Is this document practitioner oriented? If the answer is yes, ask the third question: (3) does this document meet the selection criteria delineated in this plan? If the answer is yes, send it to SMERC.

Q2: If I find a short, timely document, or newspaper article or newsletter column how do I know if it is a candidate for a full text document?

A: If it provides information on a topic of interest to your clientele, and is less than 500 words, send it to SMERC for consideration for the practice file. Be sure to include enough information for us to obtain a copyright release.

Q3: What if my candidate document is more than 500 words? Is 500 words an absolute maximum?

A: The criteria reads "...should not exceed 500 words." We will not count every word, but we will become adept at estimating. If a document exceeds 500 words, and meets all other criteria, send it anyway and it will become a candidate for regular processing.

Q4: Do I have to provide a copyright release form with each item I submit to SMERC for the practice file?

A: No. If a copyright release form accompanies the item and if the item is selected for inclusion in the practice file, your clearinghouse will receive $20.00. If no copyright release form accompanies the item and if the item is selected for inclusion in the practice file, your clearinghouse will receive $10.00. Be sure, however, to include enough information for SMERC to be able to locate the source.

Q5: What will my clearinghouse be paid if the item I send is not selected for inclusion in the practice file?

A: Nothing. HOWEVER, if your item meets the selection criteria detailed in the Acquisitions and Selection Plan, it is likely that it will be selected for inclusion in the practice file.

Q6: Will the practice file project really enhance ERIC?

A: We strongly believe it will. By including in ERIC types of documents not normally acquired and selected by ERIC; by evaluating the use and usefulness of these new types of documents; by expanding the acquisitions networks of the ERIC clearinghouses; and by tagging (and thus partitioning) the practice file documents in ERIC, ERIC will be considerably more responsive to the needs of the practitioner.

Q7: Will some clearinghouses submit more documents to the practice file than other clearinghouses?

A: Probably. Because of the differing scopes of the clearinghouses, some undoubtedly will acquire and select more practitioner-oriented materials than others. Each clearinghouse, however, will be encouraged to submit documents to the practice file.

Q8: How will practice file documents be made available to the user?

A: The full text documents will appear in the RIE catalogs; online during a computer search; and in the computer printout when printed offline. All other documents will be available through EDRS in microfiche format.

Q9: If the document I submit to SMERC for consideration for inclusion in the practice file is <u>not</u> selected, will I be told why it is not selected?

A: Yes. The document will be returned to you <u>if you so request</u>. In addition, the reason for <u>non-selection</u> will be conveyed by phone or mail by project staff.

Q10: I understand SMERC and ERIC ChESS will be identifying new sources of acquisitions. How will you know if these sources have already been tapped by a clearinghouse?

A: Practice File Staff wants to prevent any disruption of existing acquisitions networks. We will be relying on the current ERIC <u>Acquisitions Arrangements</u> listing and also be compiling a list of potential new acquisition sources that will be reviewed by Central ERIC and assigned to appropriate clearinghouses.

4.0 ACQUISITIONS/SELECTIONS PROCEDURES

The practice file project is relying on the ERIC system of clearinghouses for substantial help in acquiring documents for the file. Project Staff intend to work cooperatively with all clearinghouses to ensure that the acquisition and selection procedures are clearly understood and functioning as smoothly as possible in the pilot year. After these procedures are established it should be an easy transition for clearinghouses to continue acquisition and selection of practice file documents once the file is operational.

Specific procedures for acqusition and selection are:

1. Each clearinghouse will be assigned a projected number of documents to submit to the practice file. The number was selected based on an analysis of clearinghouse input of documents for 1982.

2. Clearinghouses will be asked to assign a block of accession numbers to SMERC for use in file building. In this way there will be no new "clearinghouse" code to confuse present ERIC users.

3. Clearinghouses will send candidate documents (two copies, if possible) to SMERC for final selection. If a document is accompanied by a copyright release form and is put into the file, the clearinghouse will be reimbursed $20.00. If there is no copyright release accompanying a document accepted for the file, the clearinghouse will be reimbursed $10.00.

4. In almost all cases it is expected that candidate documents submitted by clearinghouses will be accepted for the file. However, the practice file project staff at SMERC needs to reserve final decision making authority. The major reasons for this are to ensure balance among scope areas and balance among document types. Should there be a question concerning a particular document or significant deviation outside assigned range of acquisitions, the practice file project director will handle the matter on a clearinghouse-by-clearinghouse basis.

5. Both SMERC and ERIC/ChESS will process documents. SMERC will have the bulk of the processing responsibility, with ChESS serving as a processing test site. Currently accepted processing practices will be followed per the ERIC Processing Manual.

6. Should documents acquired by SMERC be deemed more appropriate for the RIE-non-practice file, those documents will be sent to the ERIC Facility for distribution to the appropriate clearinghouse(s).

5.0 ACQUISITIONS TASKS FOR CLEARINGHOUSES

The following are acquisitions tasks assigned to clearinghouses.

1. Clearinghouses are encouraged to strengthen their existing sources of acquisitions, especially those likely to produce practice file documents.

2. Clearinghouses are encouraged to open up any new sources they think appropriate for obtaining practice file documents.

3. When a clearinghouse taps a new source for acquisitions, the name of the source and contact person should be forwarded to the ERIC Facility where it will be used to update the Standing Acquisitions Arrangements Directory.

4. Clearinghouses are asked to keep separate records on practice file acquisitions in the same way records are kept for current RIE acquisitions.

5. An acquisitions brochure or flyer will be developed and clearinghouses will be asked for reactions and input.

6.0 TYPES OF DOCUMENTS TO BE INCLUDED IN THE PRACTICE FILE

The working group was asked to identify priority document types. Since the practice file is designed to serve the needs of all practitioners, project staff decided to focus on the top ten priority document types identified by the entire group and the top five priority document types identified by each subgroup (teachers, administrators, school librarians, professional associations, and federal agencies). The result is that 18 priority document types will be sought most extensively during the test phase. These document types have been categorized into four groups as shown below:

A. Materials Which Support Curriculum Development and Classroom Instruction

1. Learning Activity Packages or Learning Modules
2. Units of Study
3. Curriculum Guides
4. Lesson Plans
5. Games/Puzzles
6. Worksheets
7. Pictorials
8. Task Cards

B. Materials Which Provide Practical Advice

9. Compilations of Journal Articles
10. Promising Practices
11. Public Relations Materials
12. Handbooks
13. Administrator Guides

C. Materials Which Summarize and Synthesize Information

14. Research Summaries
15. Research Syntheses
16. Fact Sheets

D. Materials Which Provide Background and/or Support Professional Development

17. Resource Materials
18. Bibliographies

While these 18 types do not encompass the full range of types of information needed by practitioners, they are perceived to be most needed and should become the focus of ERIC clearinghouse selection efforts for the duration of the project.

7.0 GENERAL CRITERIA FOR SELECTION OF PRACTICE FILE DOCUMENTS

As is the case with all documents in both the ERIC system and the practice file, coyright releases must be obtained before the document can become a part of the file.

Working group members repeatedly stressed the need for quality in the documents selected. Although the specific criteria described later in this section attempt to address quality concerns by document types, some general guidelines should be followed if they apply to the type of material under consideration.

Criteria A-D below are the same as those developed for the ERIC system and have been taken from the ERIC Processing Manual, Section 3: Selection. Criteria E-H below were identified by the Working Group as additional general criteria which should be applied to all documents selected for the practice file.

A. Organization: The materials should be organized for ease of use. If they cannot be used, they should not be included.

B. Content: Content should be accurate and complete, demonstrate a logical development of ideas, and contain up-to-date illustrations and graphs.

C. Methodology: Materials dealing with instruction should be appropriate for the target group, clear, and demonstrate a logical relationship between basic objectives and activities.

D. Stereotyping/Bias and Social Inequity: Materials should avoid statements of bias and stereotyping women and ethnic groups and promote fair treatment of people as individuals.

E. Currency: Documents selected for the file must have been developed within the last three years.

F. Brevity: Although some documents by their very nature will be longer than others (e.g., curriculum guides will be longer than lesson plans), each document should be organized and written in clear and concise language. Documents which are poorly organized, contain extraneous material or garbled language are unacceptable.

G. Evaluation: Materials selected for the file do not have to be accompanied by an evaluation of the materials. In many cases, evaluations will be highly unlikely (e.g., for lesson plans). However, if the material content has been evaluated, the evaluation information should be included.

H. Teacher Developed Materials: Although the practice file will not be limited to materials developed by teachers, such materials are highly desirable. If two documents of similar quality are available on a similar topic and if one document has been developed by a teacher while the other one has not, clearinghouses should select the document developed by the teacher.

Currently accepted technical criteria from the ERIC Processing Manual on Legibility and Reproducibility will apply to practice file documents.

As is the case with all documents in both the ERIC system and the practice file, copyright releases must be obtained before the document can become a part of the file.

8.0 DEFINITIONS AND SPECIFIC CRITERIA BY DOCUMENT TYPES

Introduction: The Working Group carefully reviewed and modified the definitions for each document type. Those definitions are contained in this section. Also contained in this section is a list of specific criteria for selection for each document type. Some of the specific criteria were explicitly stated by Working Group members; some of the specific criteria were merely suggested by the group; some of the criteria were developed based on the professional judgment of project staff. As the ERIC clearinghouses and SMERC staff become more experienced in selecting documents, it is expected that the specific criteria will be refined further.

8.1 CURRICULUM AND INSTRUCTION GROUP

Learning Activity Packages or Learning Modules

Definition: Packages of self-instructional, subject-related teaching materials for learners, usually containing objectives, directions for use and test items. The packages may be designed for use by students, teachers, or school administrators.

Specific Criteria: Learning Activity Packages or Learning Modules should:

1. Offer logically presented intellectual information which leads the student to higher levels of learning.
2. Be written in clear, grammatically correct and understandable language.
3. Be written on topics of current interest to students, teachers or school administrators.
4. Contain clear and concise directions for use of the packet.
5. Require only types of equipment or supplies which are likely to be available in a school or are inexpensive to purchase.

Units of Study

Definition: A unit of study within a course or subject field which consists of a series of lessons on a topic and is complete in and of itself. Units of study include objectives, lesson plans, a list of resources needed, and an estimated time period for completion.

Specific Criteria: Units of study should:

1. State learning outcomes/objectives.

2. Provide techniques for presentation.

3. Provide an accurate and comprehensive treatment of the subject of the unit.

4. Contain up-to-date information on the topic (science and certain social studies topics especially should be reviewed carefully for currency).

5. Offer logically presented intellectual information which leads the student to higher levels of learning.

6. Be written in clear, grammatically correct, understandable language.

Curriculum Guides

Definition: Documents which include a rationale, statement of goals and objectives, outline of course content, and plans for evaluation of the program and/or students.

Specific Criteria: Curriculum Guides should:

1. Contain statement of philosophy.

2. Contain statement of objectives organized by knowledge, skills, and attitudes.

3. Contain suggested materials and bibliography.

4. Contain courses which are sequentially organized and appropriate to students' skill and knowledge levels.

5. Be written in clear, grammatically correct and understandable language.

6. Reflect accurate, relevant, up-to-date information on the area of study.

7. Provide adequate coverage of the area of study.

8. May include evaluation plan.

Lesson Plans

Definition: A division of a course of instruction, including specific suggestions for developing a topic with teachers' and pupils' roles indicated. Lesson plans generally are subcomponents of a unit of study, designed to cover a single class meeting.

Specific Criteria: Lesson plans should:

1. Stand alone to the extent that anyone can use the plan.
2. Contain information or activity ideas for the student which are relevant to achieving the objectives of the lesson.
3. Offer logically presented intellectual information which leads to higher levels of learning.
4. Be written in clear, grammatically correct, understandable language.
5. Require only types of equipment or supplies likely to be available in a school or are inexpensive to purchase.

Games/Puzzles

Definition: Skill related activities designed to teach or reinforce educational concepts through play. May be designed for use by individuals or by groups. Often involve a student goal such as solving the puzzle or mastering the game.

Specific Criteria: Games and Puzzles should:

1. contain clear and concise descriptions, and directions for use of the game or puzzle
2. require only types of materials or supplies which are likely to be available in a school or are inexpensive to purchase
3. address skill areas that are of current interest to teachers
4. stand alone to the extent that they can be used independently of any other curriculum material.

Worksheets

Definition: Questions or activities requiring written responses on the same page. Completed by students individually, in a group, or as a whole-class activity to develop concepts or reinforce skills.

Specific Criteria: Worksheets should:

1. be written in clear, grammatically correct and understandable language
2. contain clear and concise directions for use of the worksheets
3. contain questions or activities for the student which are on topics of current interest to teachers
4. be reproducible
5. stand alone to the extent that they can be used independently of any other curriculum materials.

Pictorials

Definition: Drawings, illustration, charts, or bulletin board designs used by the practitioner to enhance learning or improve the educational environment.

Specific Criteria: Pictorials should:

1. be presented in a clear, accurate and understandable format
2. address topics related to current school curriculum
3. present content which will enhance learning
4. be reproducible, or fairly easy for teachers to copy using the pictorial as a model.

Task Cards

Definition: Set of cards on specific topics that contain an independent learning activity on each card.

Specific Criteria: Task Cards should:

1. be written in clear, grammatically correct and understandable language
2. contain clear and concise directions for use of each card
3. be written on topics of current interest to students or teachers
4. stand alone to the extent that they can be used independently of any other curriculum materials.

8.2 PRACTICAL ADVICE GROUP

Compilations of Journal Articles

Definition: A compilation of materials which is conceptually or topically related, excerpted from journals. Articles from the same journal or from more than one journal may be compiled in one document. Copyright releases must be obtained for each article.

Specific Criteria: Compilations of journal articles should:

1. Be made on topics of contemporary interest to building level school personnel
2. Present a variety of ideas about a topic rather than elaborations of the same topic presented in different ways.
3. Present practical, workable ideas which are not prohibitively expensive to implement given the resources likely to be avaiable to a teacher or principal.
4. Be developed from journals which are written for practitioners, not from journals which view researchers as their primary clients.

Promising Practices

Definition: Descriptions of activities engaged in by the practitioner which are directed at bringing about effective practices in schools. The document must describe "ways of doing things" that a teacher, administrator, student, or community member has tried and judged to be effective.

Specific Criteria: Promising practices should:

1. Provide practical, workable advice on how to deal with issues or problems faced by school building level personnel
2. Address problems or issues of current concern to educational practitioners
3. Be written in clear, grammatically correct, understandable language
4. Provide easy-to-follow suggestions for addressing an educational concern
5. Not to be prohibitively expensive to implement given the resources likely to be available to a teacher or principal.

Public Relations Materials

Definition: Materials such as newsletters, brochures and flyers for educators to use in communicating with parents and citizens of the community, for the purpose of promoting a positive image for schools or school districts.

Specific Criteria: Public Relations Materials should:

1. be written in clear, grammatically correct language understandable to the layman
2. provide examples of practical ideas and techniques for use by practitioners
3. emphasize the positive aspects of education
4. be designed to explain or to obtain support for schools, school policies or programs.

Handbooks

Definition: Manuals or reference tools which describe school policies or schedules, or are explanatory materials for teachers, students, parents or school support personnel.

Specific Criteria: Handbooks should:

1. be written in clear, grammatically correct and understandable language
2. be actual examples of handbooks used by teachers, students and/or administrators
3. provide practical policies or procedures for practitioners or students
4. be sufficiently clear and well organized to serve as models or examples for others developing handbooks for their own school sites or district offices.

Administrator Guides

Definition: Practical or "how to" guidelines for immediate use by the administrator for developing school policies or procedures or school-based activities.

Specific Criteria: Administrator Guides should:

1. provide practical advice or techniques for school administrators and other educational support personnel

2. address issues or situations likely to be encountered by administrators in the course of their work

3. be written in clear, grammatically correct and understandable language.

8.3 SUMMARIZED/SYNTHESIZED INFORMATION GROUP

Research Summaries

Definition: Materials which summarize a collection of data. The summary can be based on one research study or multiple studies.

Specific Criteria: Research summaries should:

1. be one to three pages in length. We recognize that the ERIC clearinghouses already collect lengthy research summaries; however, this project will focus on shorter summaries. To be eligible for inclusion in the practice file in full text, the summaries may not exceed 500 words.

2. be written in clear, concise, ungarbled language easily understood by practitioners who do not have research backgrounds

3. address topics of current interest to practitioners

4. summarize information that is current in terms of the area with which it is concerned.

Research Syntheses

Definition: Materials which synthesize and interpret a collection of data.

Specific Criteria: Research syntheses should:

1. be one to three pages in length. We recognize that the ERIC clearinghouses already collect lengthy research syntheses; however, this project will focus on shorter syntheses. To be eligible for inclusion in the practice file in full text, the syntheses may not exceed 500 words.

2. be written in clear, concise, ungarbled language easily understood by practitioners who do not have research backgrounds

3. address topics of current interest to practitioners

4. synthesize information that is current in terms of the area with which it is concerned.

Fact Sheets

Definition: Brief review of information on a topical/critical issue in education. Although acquisition of fact sheets should not be limited to those developed by ERIC clearinghouses, the models developed by the clearinghouses exemplify the nature of the document desired.

Specific Criteria: Fact sheets should:

1. be one to three pages in length. To be eligible for inclusion in the practice file in full text, the fact sheets may not exceed 500 words.
2. accurately present the key facts on a topic
3. be written in clear, grammatically correct, understandable language
4. address topics of current interest to practitioners.

8.4 RESOURCE MATERIALS GROUP

Resource Materials

Definition: Materials that provide background, supplementary information, to enhance knowledge in a particular area or contribute to professional development. Resource materials are not designed to be used in the classroom but provide understandings that improve the practitioner's ability to work effectively.

Specific Criteria: Resource materials should:

1. address topics that are of current interest to teachers
2. present information that is up-to-date in terms of what is known about the topic
3. be written in clear, concise language easily understood by teachers who do not have research or higly technical backgrounds
4. contain information that is well organized for use by teachers with varying levels of expertise on the subject.

Bibliographies

Definition: Annotated lists of print or non-print resources for the school practitioner, for classroom use or for professinal development.

Specific Criteria: Bibliographies should:

1. contain up-to-date references on a topic of current interest to practitioners

2. include annotations written in clear, grammatically correct, understandable language

3. contain bibliographic citations complete enough to allow for location of the documents listed.

9.0 ACQUISITIONS SOURCES

The staffs of ERIC/ChESS and SMERC are currently in the process of identifying specific sources not already on the current ERIC Acquisitions Arrangements listing. To prevent any disruption of existing acquisitions networks, Project Staff will compile a list of potential new acquisition sources. These sources will be reviewed by Central ERIC.

In order to alert clearinghouses to the kinds of acquisitions sources recommended by the Working Group, the following list of general sources is included.

9.1 GENERAL ACQUISITIONS SOURCES

I. Education Agencies at the Local, State, and Federal Levels

Department of Education Regional Offices
State Departments of Education
Colleges and Universities (including community college)
Teacher Centers
Libraries
Classroom Teachers
School Administrators
School Boards
Parent Teacher Associations
Curriculum Directors
Conferences, Workshops, Seminars, and Summer Institutes
Special Schools (vocational, magnet, etc.)
Student Organizations (honor society)

II. Business and Industry

Newspapers (education editors)
Training Directors in Selected Industries
American Medical Association
Hospitals
Bar Associations
Chambers of Commerce
Insurance Companies
Foundations
Oil Companies
Armed Services
Labor Unions
Telephone Companies (and their directories)
Utility Companies
Postal Service
National Park Service
Educational TV

III. Service Providers

Police and Fire Departments
American Red Cross
Social Service Agencies
Educational Arms of Churches
Museums
Safety Agencies
Zoos
Extension Agents
Embassies of Foreign Countries
United Nations
UNESCO/WCOTP
Catalogs of Free Materials

IV. Professional Organizations at the Local, State, and National Levels

Encyclopedia of Associations
Children Advocate Organizations
Coalition Groups (e.g., National School Volunteers)
Teacher Organizations
Non-Education Professional Groups
National Association of Black School Educators
Ethnic Organizations

The Big Picture

Some interesting educational statistics -

Based on 1980 National Center for Educational Statistics data, the following items present an interesting summary of national education trends:

Number of students, kindergarten through college, in public and private institutions - 60,176,000.

Proportion of high school seniors planning to enroll in college rose in recent years to - over 50%.

Students in public schools, K-12 - 5,029,000.

Total number of teachers in public elementary and secondary schools - 2,187,000.

The six states that had increases in both enrollment and the number of schools were - Florida, Texas, Arizona, Utah, Nevada and Alaska.

Total revenue received by public elementary and secondary schools from federal, state and local sources - $87.9 billion.

Current expenditures for public elementary and secondary schools - $70.5 billion.

Current expenditure per student - $2,169.

The three major disciplinary problems in high schools according to administrators - absenteeism, use of drugs, class cutting.

High school seniors taking remedial courses in English and mathematics - 30%.

Average annual salaries of classroom teachers - $17,264.

The seven factors that have a negative effect on teacher morale, in order of their severest impact - public attitudes toward the school, media's treatment of education, student attitude toward learning, salary, status of teacher in community, student behavior and class size.

WASHINGTON WINDMILL

Bell wants "master teachers"

Education Secretary T. H. Bell wants school systems to create the position of master teacher and to pay such exemplary instructors as much as $40,000 a year. By his own admission, the Secretary has gotten less-than-unanimous support for the idea, which has been floated many times in the past. Teacher unions remain staunchly opposed to anything that deviates from the experience-based salary schedule and smacks of merit pay. Other groups, inlcuding the National Council of Teachers of English, are open to the idea. Another of Bell's plans proceeds: giving awards to outstanding high schools. Under the plan, chief state school officers are to make nominations of senior high, junior high, and middle schools this month; awards will be made before the beginning of the next school year. The state education chiefs can use their own criteria for judging what constitutes an outstanding school, although Bell has suggested a number of attributes, including these: order and discipline, clear academic and behavioral goals, teacher efficacy, administrative leadership, community support, frequent homework, and a well-coordinated curriculum.

BILLBOARDS BOOST SCHOOL SYSTEMS IN MAJOR CITIES

Ask what business can do for your schools, and you might be pleasantly surprised. How, for instance, does a nationwide public relations campaign sound?

Boston school executives think it sounds just fine, especially coming after a healthy dose of public criticism in the last five years. Eager to pump a positive air into their schools' image, school executives were delighted, says spokesman Ian Foreman, when Ackerley Communications--a Boston public relations firm--donated billboard space to the Boston Schools.

Result: Thirty 12-foot-high billboards went up in Boston; and as a bonus, Ackerley sent the signs to be used on space-avaiable basis in Seattle; Portland, Ore.; San Francisco; New York; Miami; and West Palm Beach, Fla.

The billboard is a visual grabber: five Boston school boys--a black, a Chinese American, an Indian, and two whites--looking very Ivy League in suits and ties. The sign reads: "Meet the 1982 National High School Chess Champions, Boston Public Schools."

That's called capitalizing on your strengths. Says Foreman: "We have a racially balanced high school chess team that won a national championship. Winning that championship in itself is quite a feat. These kids are bright, and we want to emphasize the positive things."

Well, if the Boston schools wanted to get people talking, the method has worked. At home, of course, everyone is delighted with the positive publicity. Meanwhile, the campaign has had a rather remarkable effect across the U.S. When the sign appeared above Miami's bustling Biscayne Boulevard in late October, Dade County school officials didn't wast time wondering aloud why Boston schools were advertising so far away from home; they decided they wanted in on the action. According to Assistant Superintendent James Fleming, the Dade Conty schools went straight to Ackerley and worked out a deal of their own: 30 billboards for use in Miami, and two to go up--where else?--in Boston.

School officials in Seattle also are working on a billboard campaign, says Public Information Director Jim Hawkins--and the Boston billboard hasn't even gone up there yet. (Sharp school executives jumped the gun when they heard it might be coming.) Oregonians haven't seen the billboard yet, either, but Portland school officials remain nonplussed. After all, the Portland schools are ahead of the game, having run their own billboard campaign several years ago. "We had student artwork blown up (on the signs) and we gave the kids credit," says Public Information Director Bob Sherwin.

All of this activity is a reflection of the recently renewed interest in school public relations, of course. Suggests Dade County's Fleming: "Schools have to reach out to people. We have to let them know what we're doing." And the marketing approach is paying off for Dade County schools, he says. The schools are attributing an increase in the number

of private school students returning to public schools--at least partly--to their public relations campaign.

When you start planning your next school image campaign, then, take a lesson from Boston--and Miami and Seattle and Portland. Think big.

APPENDIX A: FULL-TEXT EXAMPLES

Presented here are examples of full-text documents and how they appeared in print in the original source document. Following each document is an example of how the document might be reformatted to appear full-text in RIE. Although this is not necessarily the exact way full-text examples will appear, these examples will give you an idea of the amount of space necessary to accommodate a full-text document. It will be made clear to the user this is a full-text document and that consequently there is no source document.

BEST COPY AVAILABLE

THE BIG PICTURE

Some interesting educational statistics

Based on 1980 National Center for Educational Statistics data, the following items present an interesting summary of national education trends:

- Number of students, kindergarten through college, in public and private institutions — 60,176,000.
- Proportion of high school seniors planning to enroll in college rose in recent years to — over 50%.
- Students in public schools, K-12 — 40,984,000.
- Students in private schools, K-12 — 5,029,000.
- Total number of teachers in public elementary and secondary schools — 2,187,000.
- The six states that had increases in both enrollment and the number of schools were — Florida, Texas, Arizona, Utah, Nevada and Alaska.
- Total revenue received by public elementary and secondary schools from federal, state and local sources — $87.9 billion.
- Current expenditures for public elementary and secondary schools — $70.5 billion.
- Current expenditure per student — $2,169.
- The three major disciplinary problems in high schools according to administrators — absenteeism, use of drugs, class cutting.
- High school seniors taking remedial courses in English and mathematics — 30%.
- Average annual salaries of classroom teachers — $17,264.
- The seven factors that have a negative effect on teacher morale, in order of their severest impact — public attitudes toward the school, media's treatment of education, student attitude toward learning, salary, status of teacher in community, student behavior and class size.

Washington Windmill

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Billboards boost school systems in major cities

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The billboard is a visual grabber: five Boston school boys—a black, a Chinese American, an Indian, and two whites—looking very Ivy League in suits and ties. The sign reads: "Meet the 1982 National High School Chess Champions. Boston Public Schools."

That's called capitalizing on your strengths. Says Foreman: "We have a racially balanced high school chess team that won a national championship. Winning that championship in itself is quite a feat. These kids are bright, and we want to emphasize the positive things."

Well, if the Boston schools wanted to get people talking, the method has worked. At home, of course, everyone is delighted with the positive publicity. Meanwhile, the campaign has had a rather remarkable effect across the U.S. When the sign appeared above Miami's bustling Biscayne Boulevard in late October, Dade County school officials didn't waste time wondering aloud why Boston schools were advertising so far away from home; they decided they wanted in on the action. According to Assistant Superintendent James Fleming, the Dade County schools went straight to Ackerley and worked out a deal of their own: 30 billboards for use in Miami, and two to go up—where else?—in Boston.

School officials in Seattle also are working on a billboard campaign, says Public Information Director Jim Hawkins—and the Boston billboard hasn't even gone up there yet. (Sharp school executives jumped the gun when they heard it might be coming.) Oregonians haven't seen the billboard yet, either, but Portland school officials remain nonplussed. After all, the Portland schools are ahead of the game, having run their own billboard campaign several years ago. "We had student artwork blown up [on the signs] and we gave the kids credit," says Public Information Director Bob Sherwin.

All of this activity is a reflection of the recently renewed interest in school public relations, of course. Suggests Dade County's Fleming: "Schools have to reach out to people. We have to let them know what we're doing." And the marketing approach is paying off for Dade County schools, he says. The schools are attributing an increase in the number of private school students returning to public schools—at least partly—to their public relations campaign.

When you start planning your next school image campaign, then, take a lesson from Boston—and Miami and Seattle and Portland: Think big. ■

Take Heart! A valentine

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journal ideas compiled



How seven futuristic kids traveled back in time and discovered the charm of Valentine's Day

Dennis Andersen

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Time: February 14, 2100
Place: A school room in a space colony that orbits the Milky Way. Each student is working diligently at a computer.

Teacher *(enters)*: Good morning, students.
Students: Good morning, teacher.
Teacher: Today we will complete our history unit on the planet Earth in the twentieth century. Each of you has been working on a special report. Now it's time to share what you've discovered. Student 043B, will you begin?
Student 043B: I did my report on how Earth children learned in the 1980s. It was quite . . . unusual.
Teacher: What do you mean by unusual?
Student 043B: Although they had some computers, students still used primitive learning tools called books. *(Holds up a picture of a book)* Here's what they looked like.
(The students laugh at the picture.)
Teacher: Students, please. It's true that Earthlings had some rather unusual customs. But that's no reason to make fun of them. Student 2902, what did you learn?
Student 2902: From what I could tell, Earth children ate something called food instead of nourishment pills as we do. One of their favorite foods was pizza. *(Holds up a picture of a pizza)* It was made of tomato paste, cheese, and dough.
Students: Yecch! Poor kids! That sounds sickening!
Teacher: Student 7819C . . .
Student 7819C: I looked into the ways an average child spent his or her day. It seems that children way back then played something called video games.
Teacher: Can you explain what these games might have been?
Student 7819C: They seem to have been some crude form of electronic stimulation. Children in 1983 especially liked ones called Pac-Man and Ms. Pac-Man, and played them many Earth hours each day.
Student 2902: Was it a form of punishment?
Student 7819C: They seem to have done it for . . . fun. *(Looks at notes)* Yes, fun. That's the word they used.
Student 5624: What *is* fun?
Teacher: Fun is an old-fashioned idea that we no longer believe in. It's a terrible waste of time. Student 5624, what did you learn about Earth children of the 1980s?
Student 5624: I was most surprised to learn that they were not given identification numbers at birth—only labels they called names.
Student 1539: Like what?
Student 5624: Some popular girls' names were Jane, Wendy, Carolyn, and Debbie.
Student 3333: They sound so . . . weird.
Student 5624: Some popular boys' names were Paul, John, Kevin, and David.
Student 4001D: How horrible! Imagine going through life with such strange-sounding labels!
Student 3333: I'd never want to have lived way back in the 1980s.
Student 4001D: It would have been torture.
Teacher: Student 1539, what did you learn?
Student 1539: Well, I'm very confused by what I found.

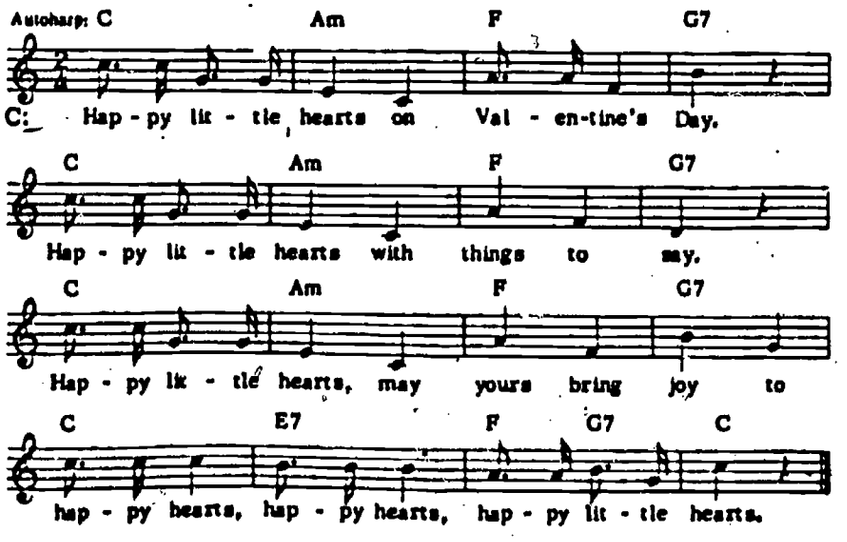
Sampler - Take Heart! A

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Teacher: What do you mean?
Student 1539: It seems that sometimes Earth students had something they called . . . parties.
Students: Parties? What are they?
Teacher: Tell us more.
Student 1539: I'm not sure. I don't understand what a party was exactly.
Student 043B: Was it a subject they studied?
Student 1539: No—but it happened in their classroom.
Student 7819C: Was it an individual activity?
Student 1539: No, students did it together.
Student 5624: Did they learn how to do it from their teacher?
Student 1539: No. Students seemed to know how to do it without any instruction.
Teacher: Students, to help us better understand this bit of history, let's use our historon. Press the historon control units on your computers. We will be traveling back in time—exactly 117 years—to a classroom on planet Earth on February 14, 1983. *(There is a strange whirring noise. Lights flash. Suddenly, the 2100 students find themselves observing a 1983 classroom. The 1983 students are seated at their desks finishing some work.)*
Mr. Jones: Okay, class, is your work completed?
1983 Students: Yes, sir!
Mr. Jones: Then it's time for our Valentine's Day party!
William: Hooray! This is going to be fun! I love parties.
(The 1983 students show real excitement as they prepare for and enjoy their party.)
Mr. Jones: Let's start with the decorations. Mary Ann, help me put up the hearts. I'll twist the crepe-paper. David, you draw some cupids on the chalkboard. *(The 1983 students begin to decorate.)*
Debbie: Ooh! Everything looks beautiful!
Mr. Jones: Time to exchange valentines.
Peter: Listen to this one: "I love you, I love you, I love you so well. If I had a peanut, I'd give you the shell."
(Everyone laughs. The 1983 students ad lib as they exchange valentines.)
Mr. Jones: Let's not forget the refreshments.
Mary Ann: I brought chocolate cupcakes everyone.
Debbie: Oh, look! Each one has a heart with a name on it.
Mr. Jones: Has anybody got a good joke?
Paul: I do. What's the canary's favorite Valentine's song?
Jill: I give up.
Paul: "Let Me Call You Tweetheart."
(Everybody laughs.)
Elizabeth: I brought my Ms. Pac-Man game. Anybody want to play?
(One at a time, each child says "I do," except Barbara.)
Barbara: No thanks! I'd rather have another cupcake. *(The 1983 students laugh.)*
(Suddenly the 1983 teacher and students are frozen.)
Teacher: Students, it's time for us to return to 2100. Adjust your portable historon panel.
(Students press a hand-held control. There is a strange whirring noise. Lights flash. Suddenly the 2100 students and teacher are back in their classroom.)
Teacher: Now do you understand what a party was?
Students *(strangely quiet)*: Yes . . .
Teacher: And can you see how parties were a terrible waste of time?
Students *(Hesitantly)*: Yes . . .
Teacher: Any other observations?
Student 2902: It was silly . . . but . . . I wouldn't mind making valentines.
Student 043B: Me either.
Student 4001D: I don't know; fun may be an old-fashioned idea . . . but I like it.
Students: Me, too.
Student 2902: And I like parties.
Students: Me, too.
Student 7819C: Maybe 1983 kids had it better than we thought.
Student 3333: Wait! I have an idea. Let's travel back and join the party. May we, teacher?
Teacher: Well, if you really want to.
Student 4001: Oh, boy! Maybe we can trade some nutrition pills for chocolate cupcakes!
(The 2100 students press the historon controls. There is a strange whirring noise. Lights flash. The students find themselves back in the 1983 classroom.)
2100 Students: Happy Valentine's Day!
(The 1983 students look a little surprised. But the 2100 students join in the festivities with enthusiasm, and soon the 1983 students accept the visitors as if they've walked in from next door. The party is at its height as the curtain falls.) □

Happy little hearts

JOSEPH J. KENNEDY III

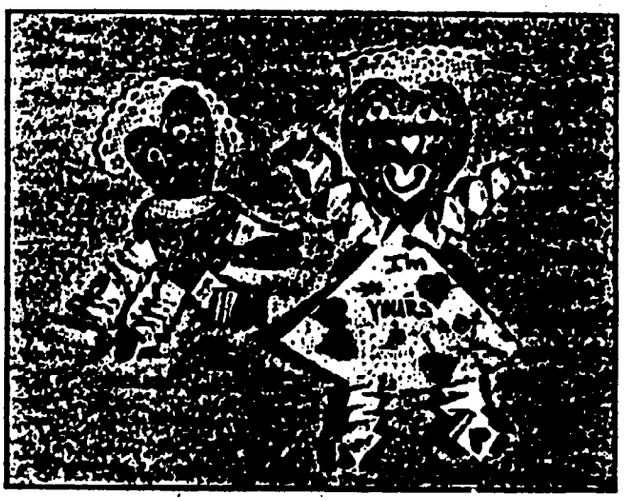


valentine sampler. Take

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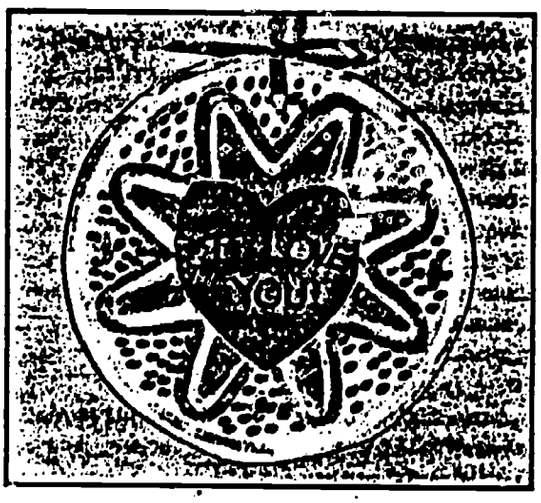
Heart art

HEARTY people are put together from hearts glued to folded paper strings, doilies, and bits of wallpaper. Markers add detail. **NANCY HOWELL**

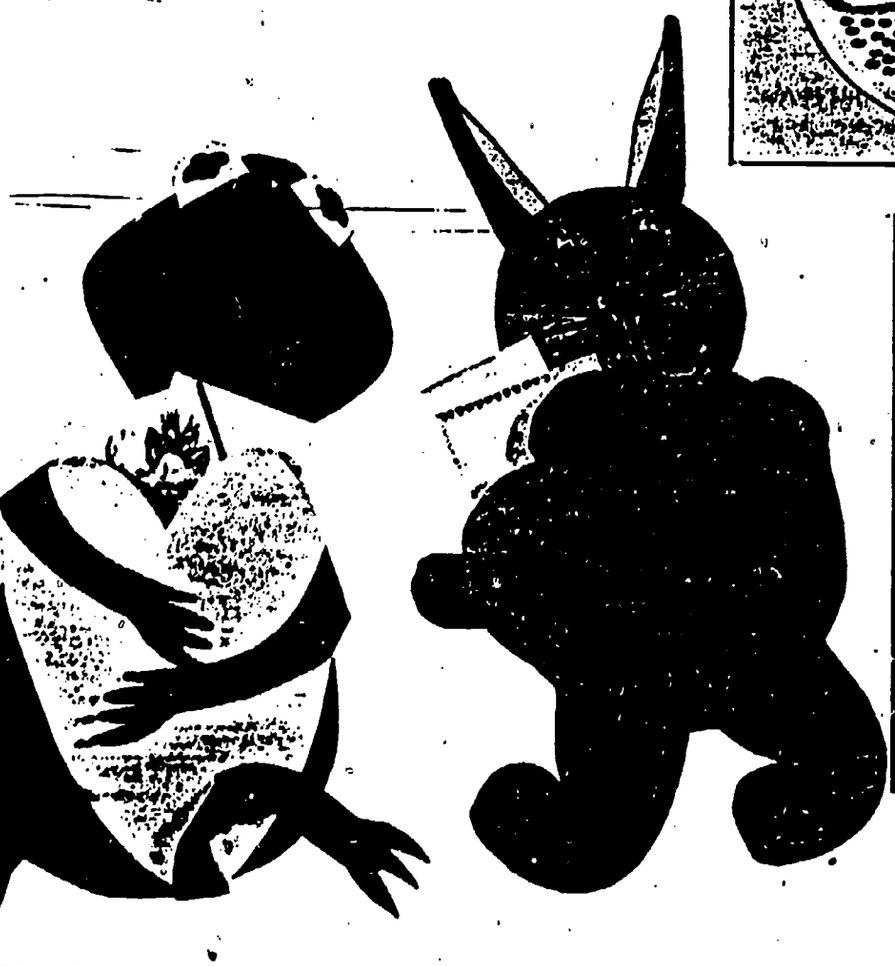


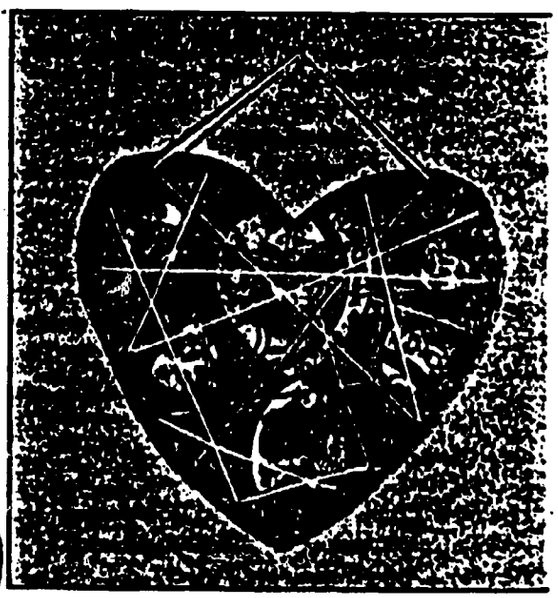
HANG-UP valentine is made from a circle cut from an aluminum pie pan and felt pieces. Permanent markers add detail. **IREENE ROBBINS**

CARDBOARD heart, decorated with paint and wallpaper samples, is a colorful base for random yarn design crisscrossed from slits. **JOAN MACEY**



HAPPY valentine holders are made by cutting a loveable pet out of colored paper. Glue or staple on heart pocket, leaving top open for cards. Use strong paper. **SUE KREIBICH**





Heart! A valent

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Sweet send-offs

There it is again this year, that cute puppy staring at us and saying, "Dog-gone, be my valentine," and there's that same haggard old lady crooning, "Witch you were mine." If you're as tired of these cards as we are, maybe it's time to make some new valentines. New valentines with an old twist, that is. Here's how to make the kind grandma might have sent to grandpa.

To protect furniture from messy spills and spatters, spread several layers of newspaper on a flat surface and use this spot as your work area. Then cut of lightweight cardboard, cut a two- or three-inch design.

Fold a three-by-five-inch index card in half, widthwise, and position the cardboard cutout on the card, where you would like to see the design appear.

Now put a tablespoon of water and a few drops of the food coloring of your choice in a small bowl. Continue to add drops of food coloring until you reach the brightness you want. (Darker colors work best.)

Hold a tea strainer over your card, with rounded side up. Dip a toothbrush in the liquid color, and with firm, quick strokes, brush the top of the strainer, much like you brush your teeth. The liquid color will sprinkle through the strainer, causing a speckled effect on your card.



Let the card dry, lift the cardboard design piece, and you will see a beautifully painted card—one that no one will be able to duplicate exactly.

Now you're ready to write a verse inside that has the charm (or silliness) of yesteryear. Here are a few "hand-me-downs" that older members of the family may remember.

For a friend:
Some trees are green.
The ocean is blue.
I don't like some things,
But I like you.

For your "special" friend
The sun shines in the light.
The moon shines in the blue.
But as for my light,
It'll always shine for you.

For a zany friend:
Roses are red.
Violets are blue.
I kissed a cow
And thought of you.

Or:
Love many.
Trust a few.
But always paddle
Your own canoe.

Or:
If you don't like my apples,
Don't shake my tree.

If these don't suit your students' fancy, encourage them to write their own verse. If they need a little prodding, here's an idea. Ask kids to first list different occupations and then words that are associated with each. Then ask them to write short verses "employing" such "occupational" vocabulary. Following are a few examples.

Banker
On account of this special day,
It may be of interest to say,
Deposits of candy and flowers
Will shortly be coming your way.

Weather reporter
Hark! Fair warning!
Cupid's arrows are storming.
The forecast is romance;
Escape the tempest? Not a chance!

When students have completed their valentines, they will have cards to be proud of. And their loved ones will know by the speckles on their faces and hands that a part of them went into every one.

Sandra Murphy Mitchell
Olga Cahill

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See Materials/Information Listing 170

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Lovable Cards

1 PHOTOGRAPHS can inspire unusual valentine messages. Have youngsters clip magazine pictures that interest them, such as food, animal, or action shots. Then have them think up clever phrases to tie in pictures with suitable Saint Valentine's Day messages. Paste pictures on cutout paper hearts and letter with markers.

2 Rolls of colored "lick and stick" tape may be used in various ways by the valentine artist. Here a large heart is covered with individual loops of tape, used in a mosaiclike way to fill the entire area. The color blending is rich and effective, and the raised loops contribute a texture that is unique.

3 Block printing with a foam meat tray: Trim edges from tray and imprint a design directly on the tray with a blunt pencil. Ink with tempera paint (mixed with a little soap if it won't stick) or block printing ink and then press tray onto plain paper. If your design has a written message then you'll have to do the lettering in reverse on the tray or you will get a mirror image. ***JOAN LUNICH***

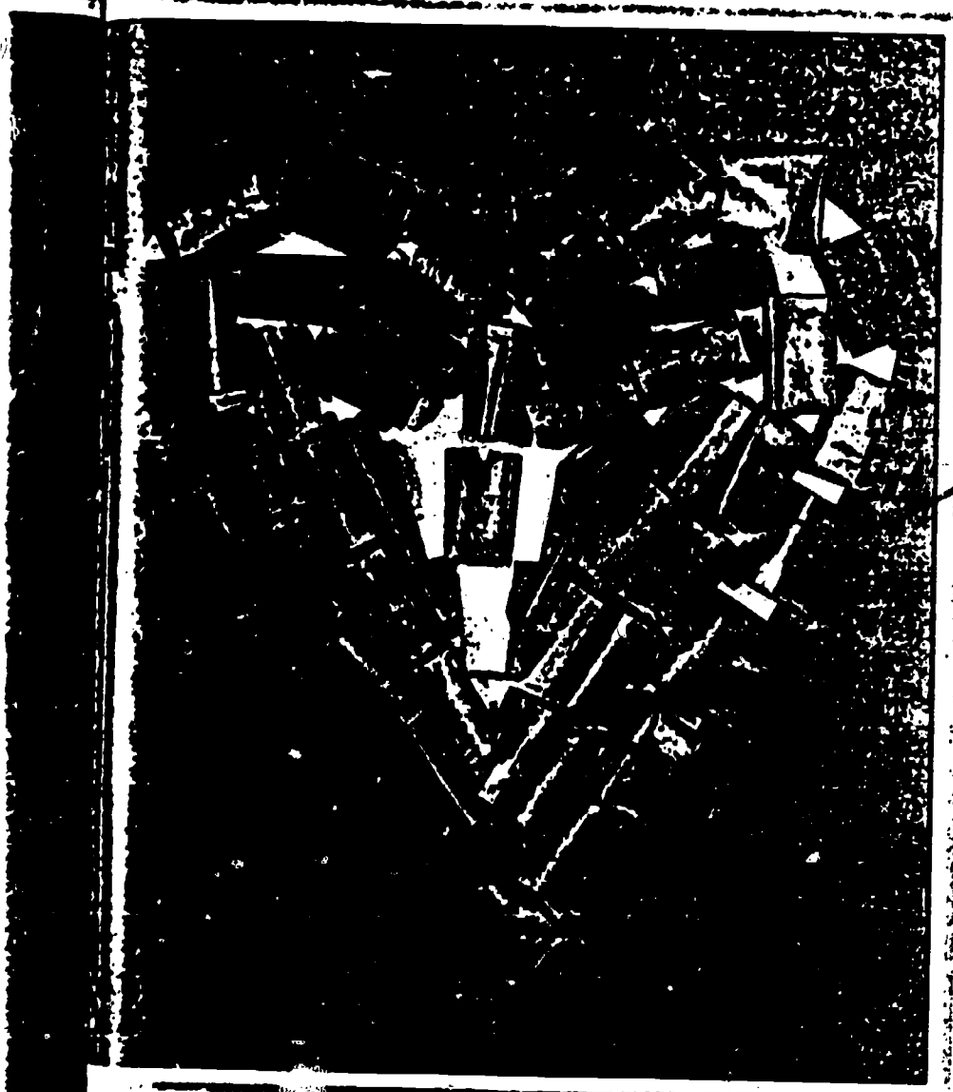
4 Send your "funny valentine" a fuzzy greeting accented with jute twine. Use natural or colored shades and achieve different effects by knotting, braiding, and snipping short pieces of this inexpensive, readily available cord. Use any durable craft glue to attach twine to paper. Letter with markers.

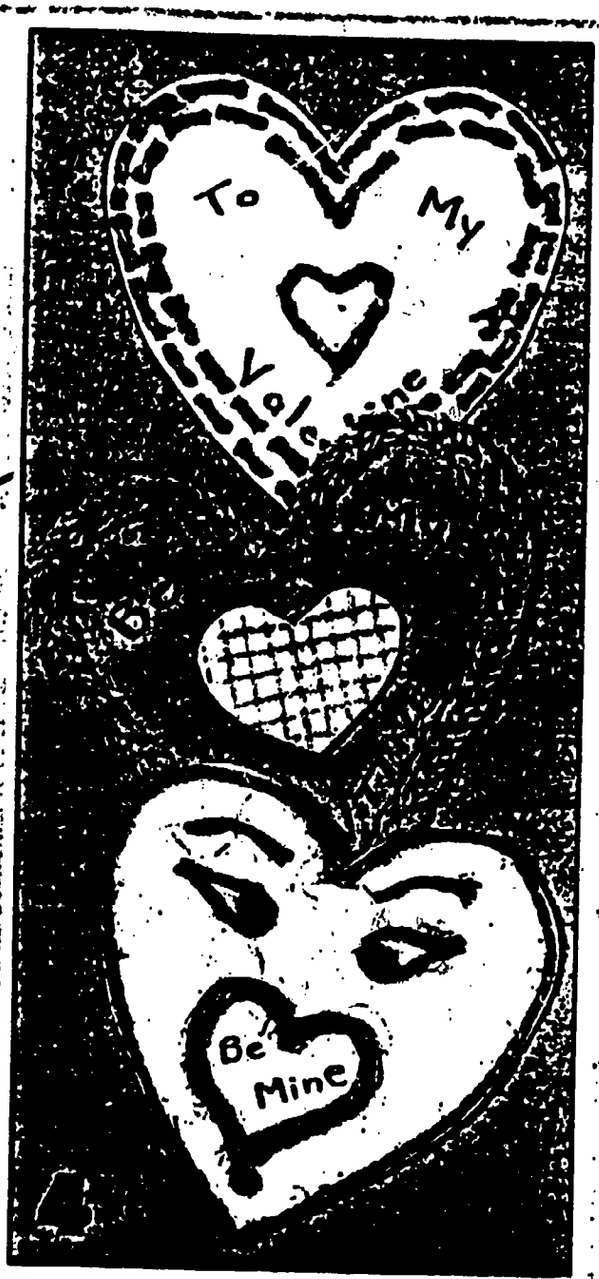
5 Repeat tiny circles, squares, triangles, and other shapes to form borders, motifs, and lettering on white paper hearts. Draw shapes with fine-line marking pens in shades of red and pink. Very tiny shapes give a lacy look.

DORIS BREIHOLZ



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art/crafts

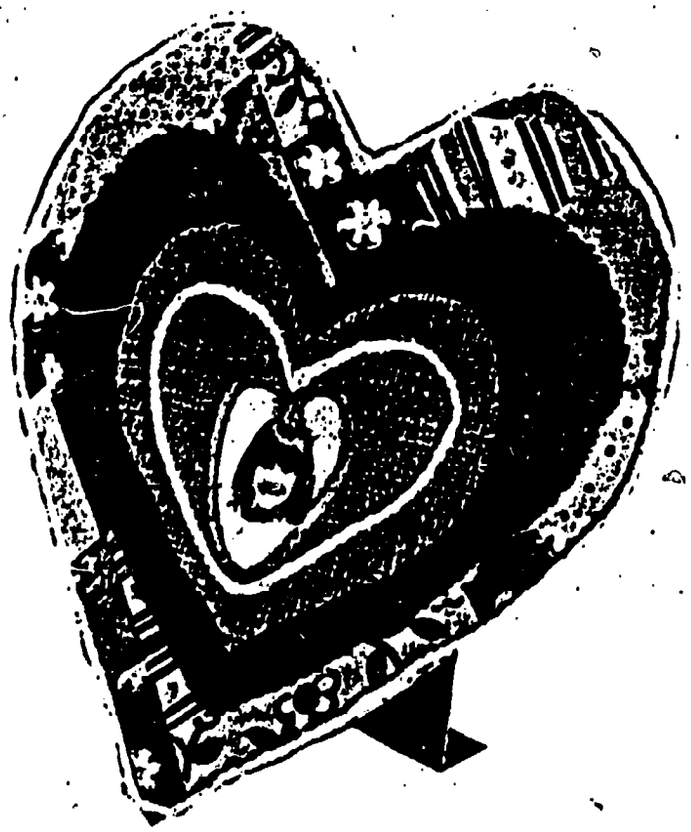
Hearts Delight



Six-way surprise

FOLD red paper and cut three identical hearts. Stack together, run a very narrow line of glue down fold-lines of two bottom hearts. After glue is dry, fold heart halves over like book pages. Cut six designs from white paper and glue across each opened heart. Punch hole for loop of red yarn. Surprise that special someone by hanging the heart on his or her doorknob, chair post, or coat hook.

James W. Perrin, Jr. teaches third grade at Boulevard School, Pittsburgh, Pennsylvania.



Valentine frame-up

TO CRAFT this special valentine cut three heart patterns from scrap paper. Make them large, medium, and small. Trace large heart on a piece of cardboard covered with print fabric. (Wallpaper paste works well for this.) Cut around outline. Trace and cut medium and small hearts from two different-colored pieces of burlap. Center these and paste on large heart. Mount a photo in the middle and outline with yarn. Bend cardboard and glue to the back to make a stand.

Joan Lunich is an art specialist at the Elwood Community Consolidated School, Elwood, Illinois.

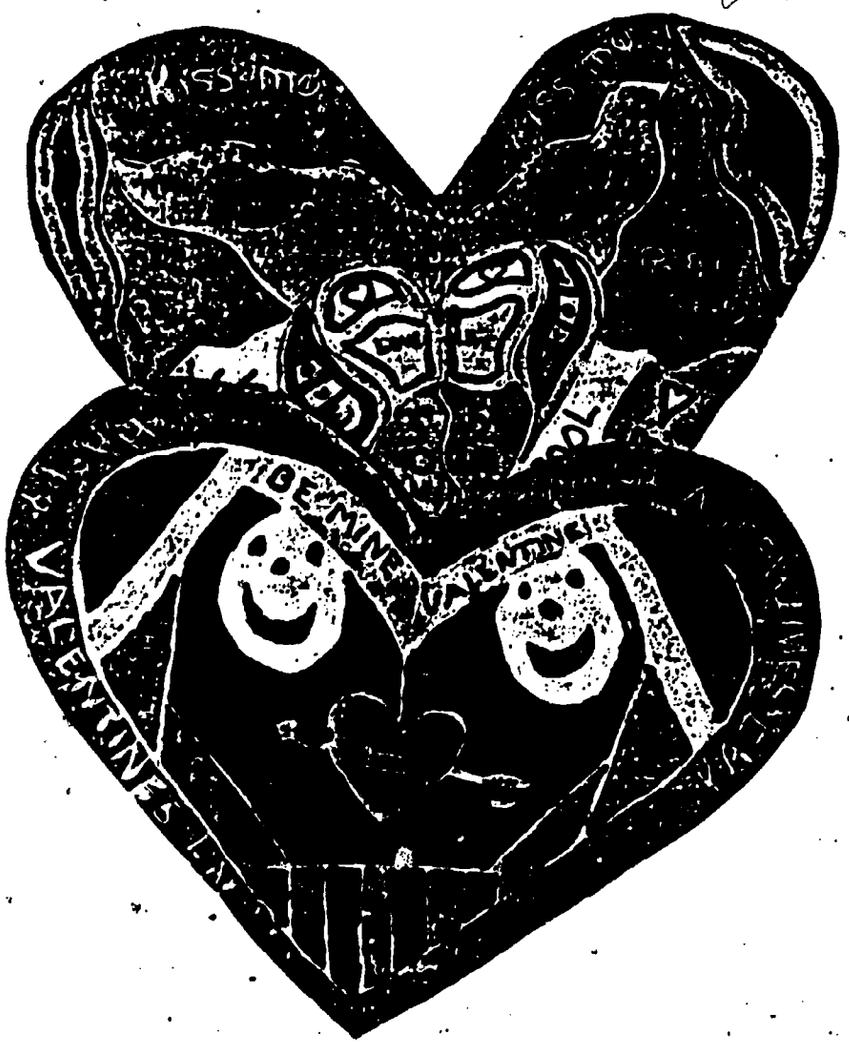
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Hearts Delight

Heart twists

COLLECT the small paper-covered wire twists used to close plastic bags, and turn them into clever valentine designs. Bend and roll these candy-striped strips to form flowers, arrows, tiny hearts and other motifs. Attach them with clear-drying white glue to red paper hearts. Write greetings on the backs of hearts. (If striped strips are not available, use plain ones.)

Doris Breiholz is a former elementary teacher, now a children's writer living in Sleepy Eye, Minnesota.



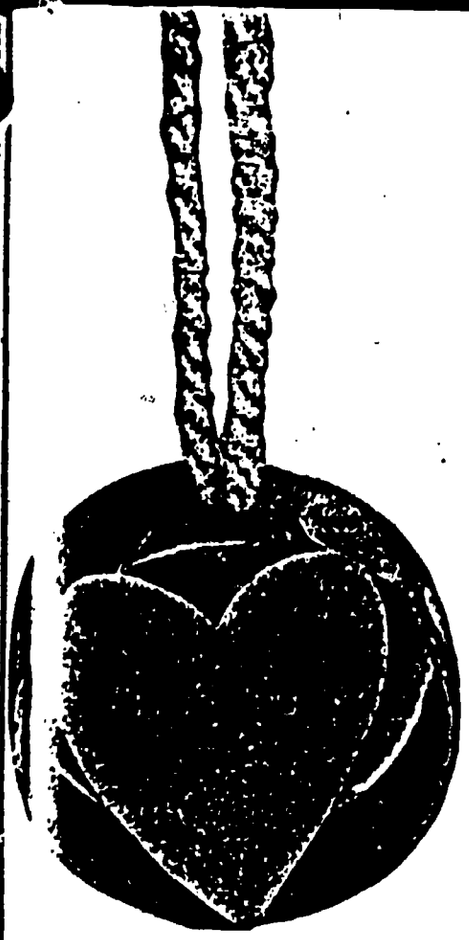


Giant greetings

SUPER-size hearts can be cut from folded pieces of plain manila drawing paper, then covered in bright free-form patches of color and lettered sentiments. Keep color distribution nearly symmetrical, if possible. This is a good approach for the older class that considers making lacy heart-and-flower cards childish and silly.

Helen Randall teaches elementary art at Longfellow School, Oak Park, Illinois.

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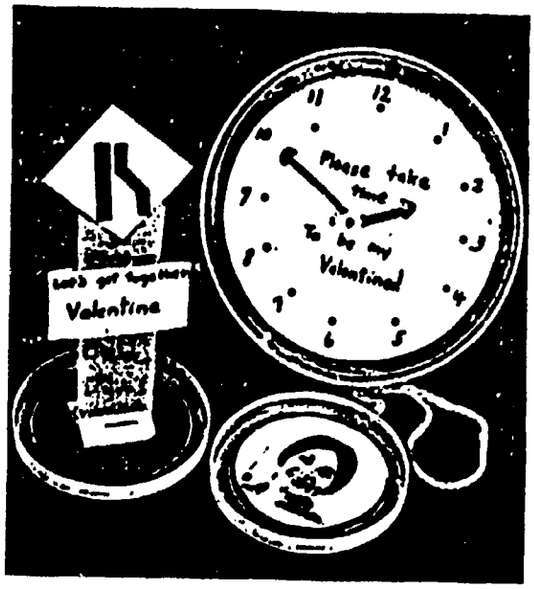


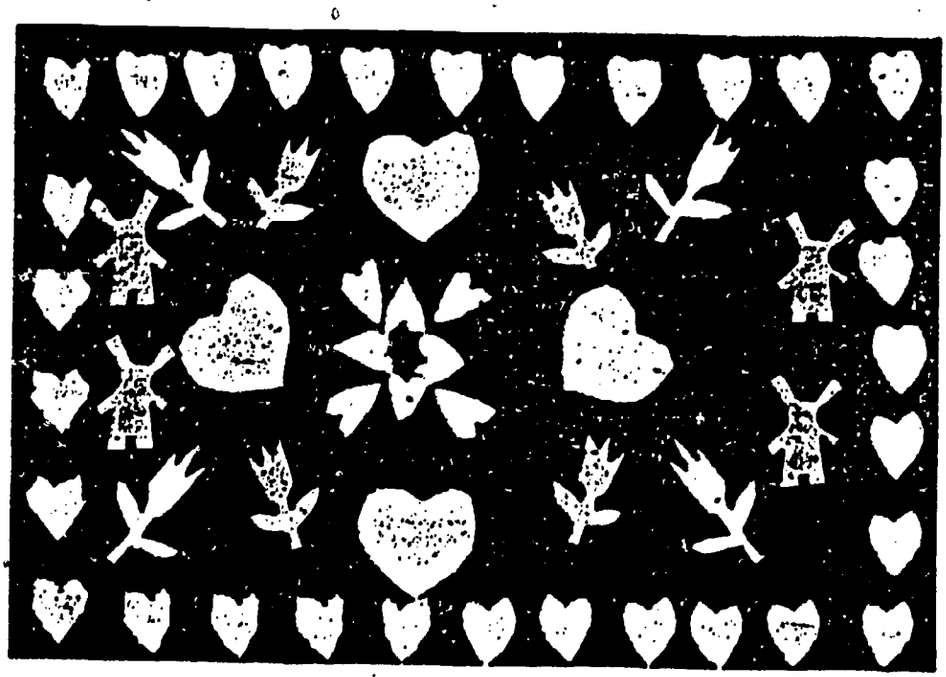
Paper pendant

YOUNGSTERS delight in wearing special holiday motifs. Cut a ½-inch slice from any lightweight cardboard tube. Decorate with paint or paper. Cut out two hearts that just fit the circle and glue to edge of front and back. Decorate and hang from a 26-inch length of yarn. **Doris Breiholz**

Cover creations

TURN plastic covers from coffee cans, ice cream, margarine, and other containers into 3-D valentines. Add numerals, letters, brass fasteners, bits of cardboard and other odds and ends to lids to change them into large clocks or watches bearing "timely" Saint Valentine messages, or "stop" your recipient right in his or her tracks with an appropriate traffic sign greeting. **Jacqueline Koury is a retired teacher from Arcadia, California.**





Penn Dutch designs

DID you know there is a traditional art form that features the heart in almost every one of its designs? The folk-art design of the Pennsylvania Dutch incorporates the heart motif in both obvious and subtle ways. After studying some examples, let children select bright sheets of colored paper to use in cut-paper versions of these tulip, heart, bird, and geometric arrangements. **Amy Schaper teaches sixth grade at the Hergo F. Buder School, Saint Ann, Missouri.**



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Heartthrobs

1. Fold-and-cut heart art can be simple or extremely intricate. Try to get youngsters to let scissors wander freely in the same way that they use their crayons when they do scribble-type exercises. Once the initial design is cut, glue it on another contrasting paper and cut around it, leaving thick and thin borders. Mount the two layers on a third background color and embellish open areas with separate small cutouts.
Julie Roman

2. Teach children to identify small, medium, and large hearts as they make this valentine butterfly. Use short length of doweling or a tongue depressor for body. Place small hearts on ends of a bent pipe cleaner for antennae. Glue medium heart on front for head and two other medium hearts on back for second set of wings. Glue large hearts in center for primary set of wings.
Nancy C. Brown

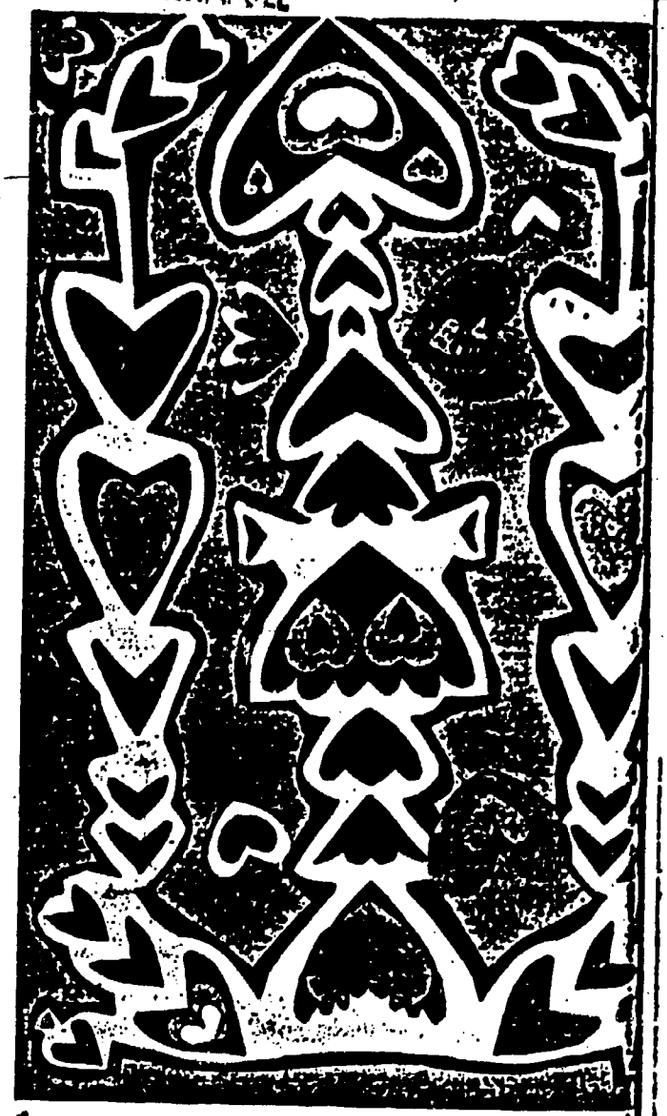
3. This rose is made from air-drying clay, glued to a red cardboard heart, trimmed with green fabric leaves cut with pinking scissors. Roll clay flat and cut oval petal shapes. Form first petal into a cone and pinch together at base. Add petals, one at a time, around it and press together to hold. Up to ten petals can be added. Let rose dry, paint, glue to cardboard, let glue dry and add cutout leaves last.
Gisele Odhner

4. Fold and cut a string of paper hearts going from large to small. Remove center from largest heart and trim to make slightly smaller. Repeat to make quite a small solid heart. Reassemble, keeping fold line on each heart centered. Glue a piece of red yarn down center of all hearts on fold line. Cover yarn by gluing smaller foil and paper hearts over it. Decorate backs of all and hang.
Betty Robins

5. For this really "outstanding" valentine, do some simple quilling. Cut paper strips, curl around a pencil and glue to paper for stem and leaves. Add blossom made from concentric hearts. Write a tender message on the back.
Vera Stiles

6. Build a fortress of love for your special valentine. On a scrap-wood base, glue together towers of wooden spools and dowels. Paint with bright tempera or acrylic. Glue on tiny paper-heart windows and flags of many colors.
James W. Perrin, Jr.

7. Real lace is no longer affordable for creating ornate valentines, but free lace is as near as the closest box of crayons. With scallops, points, circles; and curlicues, draw around the edges of layered paper hearts to obtain the sumptuous appearance of traditional lace-trimmed greetings.
Ireene Robbins



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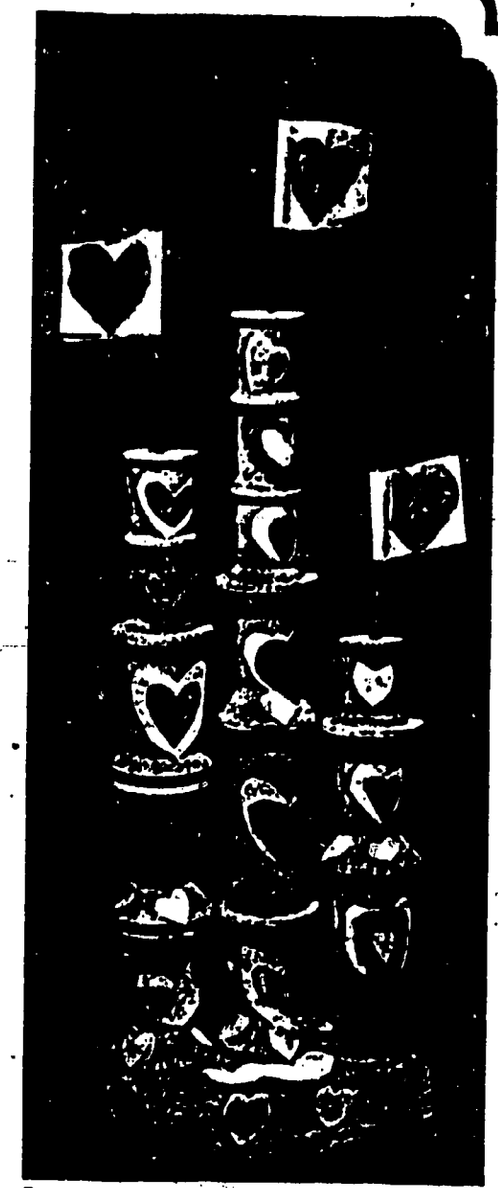
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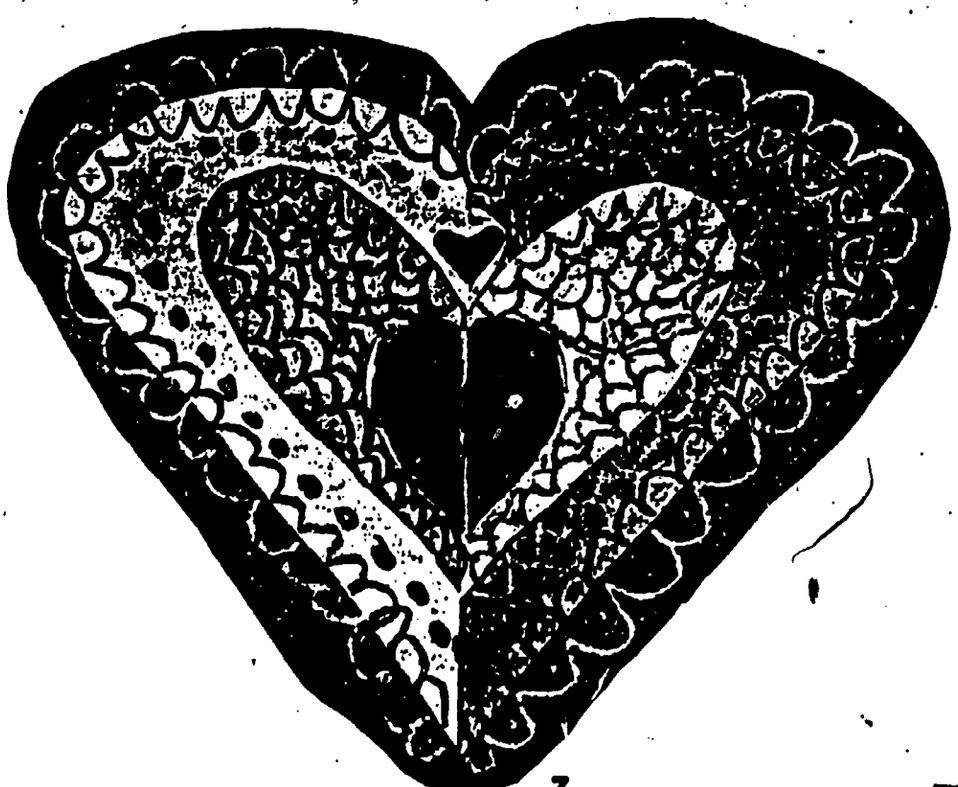
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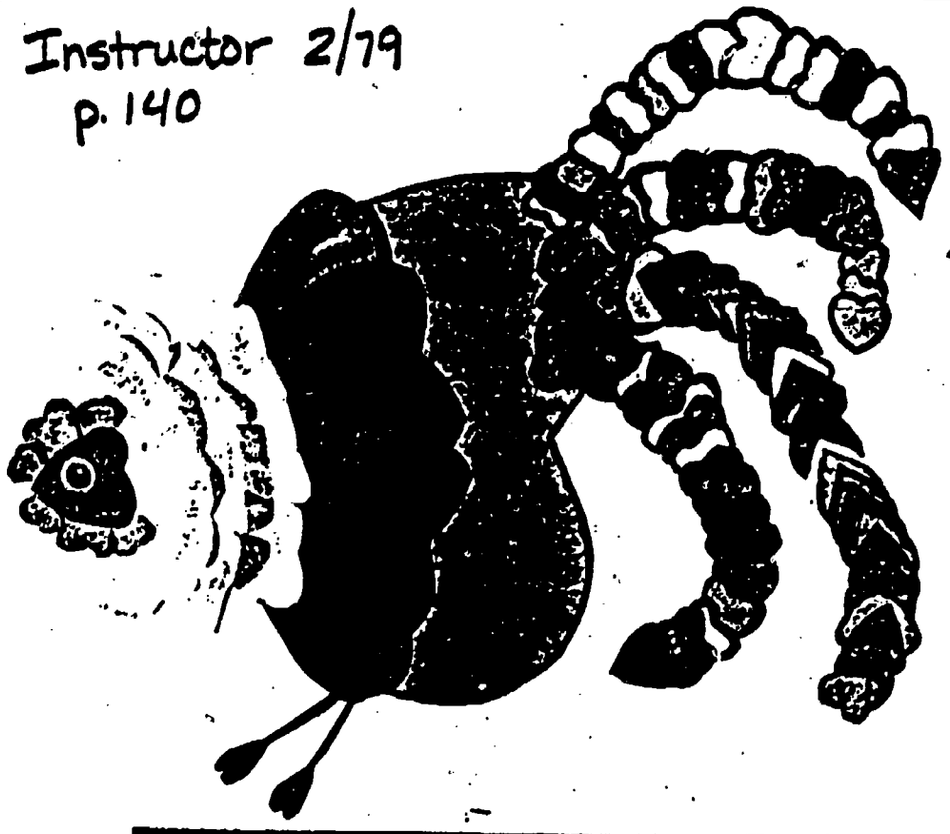
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SHOW A LITTLE LOVE

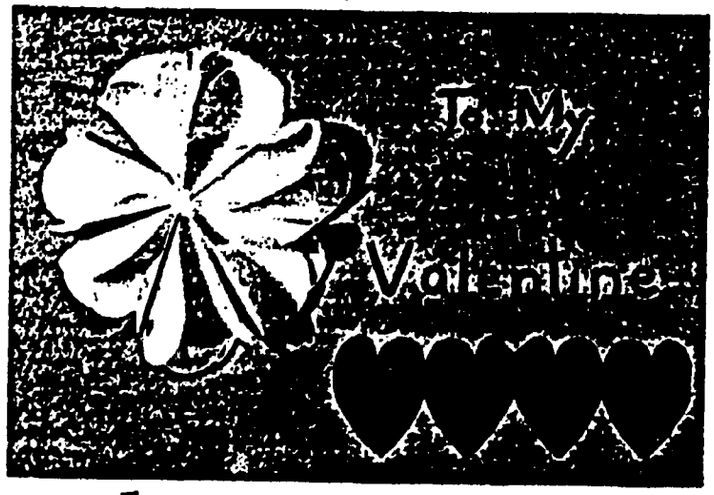
Class Valentine

PASTE together a very large fantasy bird, beast, or fish made entirely of different-sized hearts. Cut hearts from colored paper, overlap to build forms, and outline with marker. Have each child sign one heart and present completed creation to someone the class thinks is special. — Sheila Ohmer



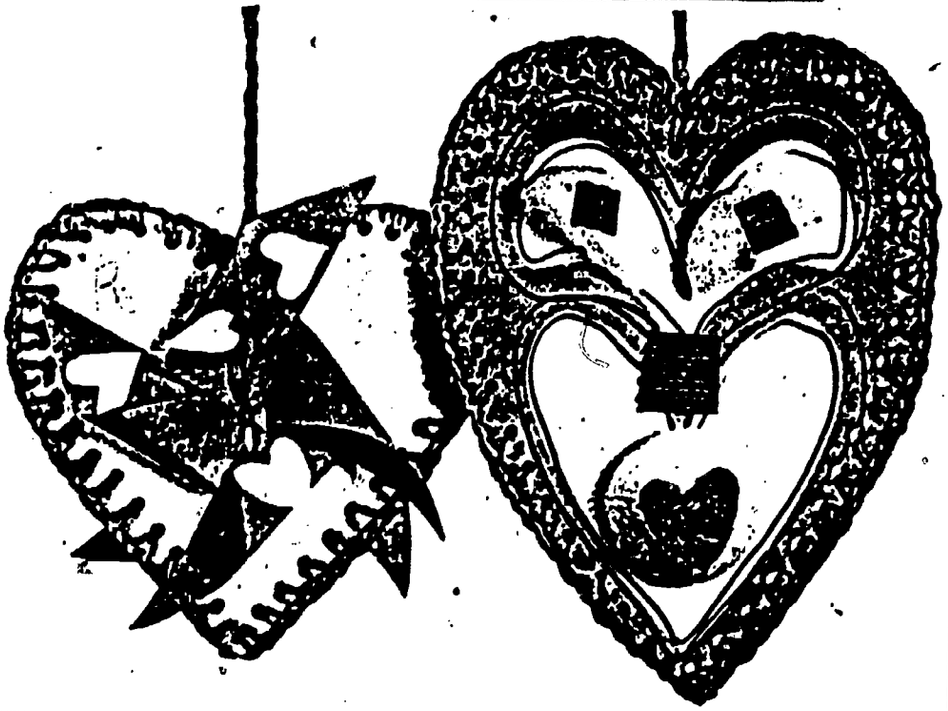
Fold-a-heart card

CUT folded-heart petals, overlap in layers, and paste together to make a giant 3-D bloom on this simple card. Add yarn center and cut-paper decoration. — Jacqueline Koury



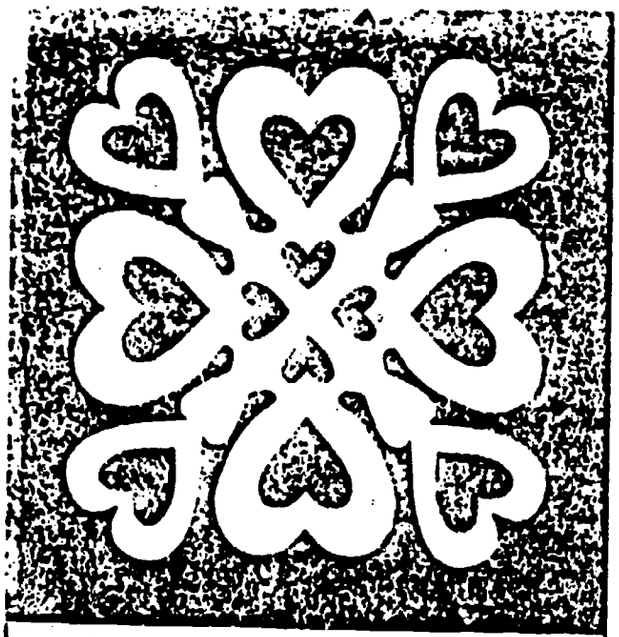
Stitched hang-ups

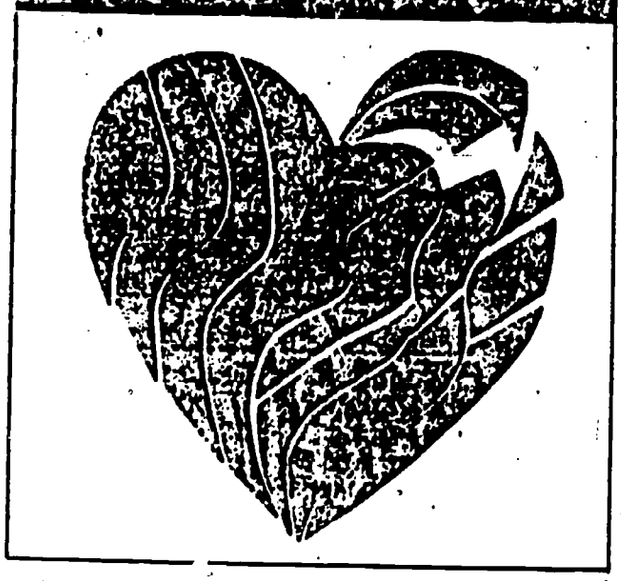
CUT two identical paper hearts. Hold together and punch evenly spaced holes around the outside edge of shape. Use the buttonhole stitch or single crochet to join with red yarn to keep hearts together. Decorate both sides of stitched heart with paper pinwheels or pieces of plastic foam and paper cutouts. Hang with same yarn used for edging. — Helen Thomas



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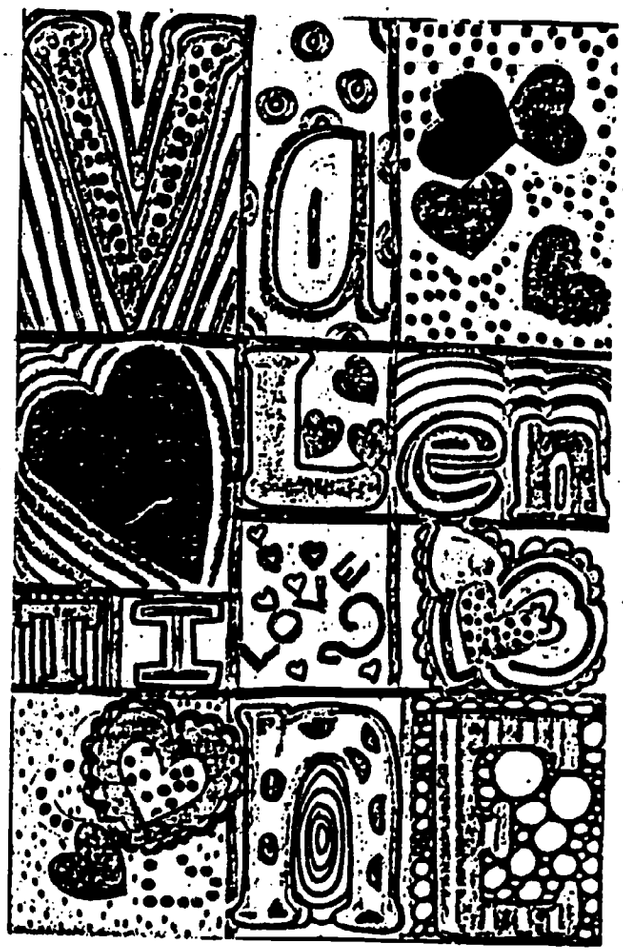
HEART-TO-HEART ART

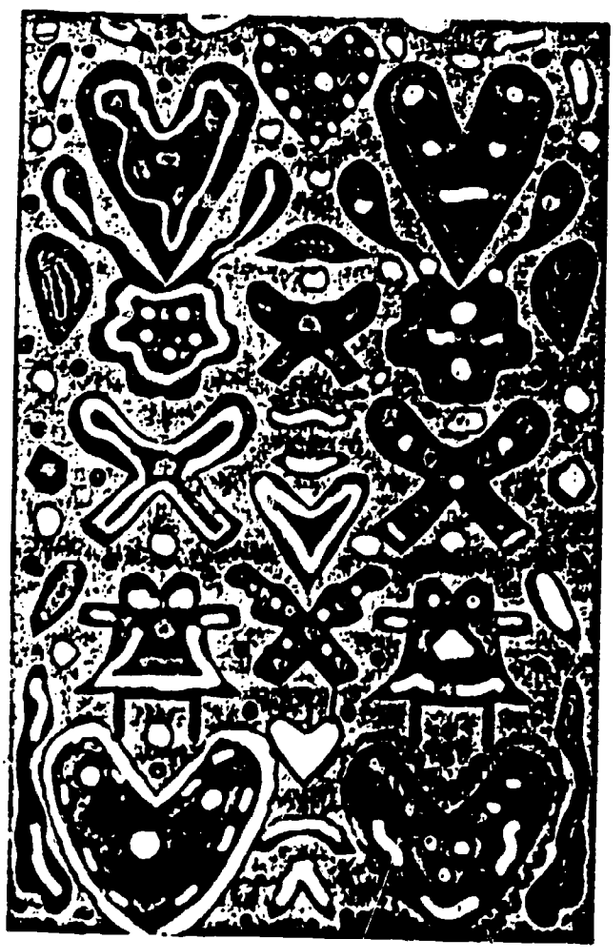




Lacy cutouts are made by folding a square of typing paper three times to make a triangle, then cutting different heart shapes from the two folded sides. The unfolded square is then glued flat on a contrasting background. **Broken hearts** are created by cutting interesting pieces from a cutout heart and putting them together again on a different background, leaving small spaces between each piece.

Kathleen Decker is art supervisor in Prospect Heights District #23, Illinois.





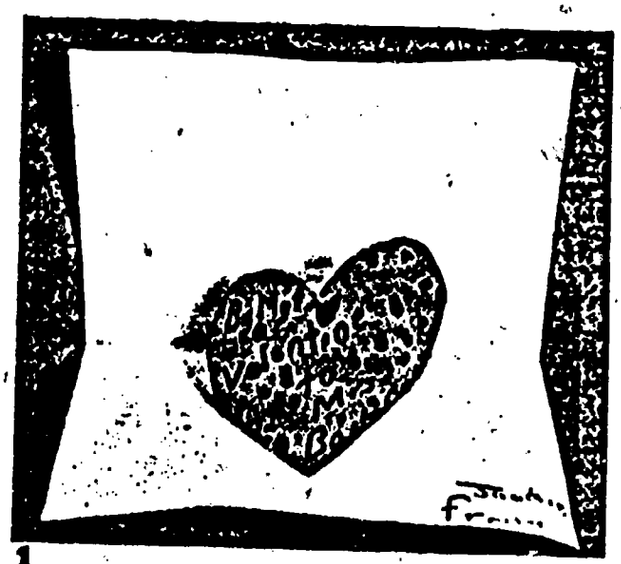
Valentines emphasizing letterforms have a contemporary appearance. Design by dividing paper into at least 14 squares and rectangles. Then paint one letter of the word "Valentine" in each section, skipping spaces whenever desired, to achieve a random arrangement. Fill remaining spaces. Make a **layered-look design** by mounting a cutout sheet of paper over a solid one and painting inside the cutout shapes with a cotton swab dipped in tempera paint. Cutouts can be heart-shaped, round, or rectangular.

Irene Robbins teaches art in Bayville Schools, New York.

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Sew Easy Valentines



1



2

1 For this pop-up greeting, fold paper in half. Decorate card front so recipient will open it correctly. Cut a heart from colored paper. Decorate front, and tape a piece of thread to back, extending ½" at the bottom and 6" at the top. Tape the short piece of thread to the bottom inside of card. Tape end of long piece to top inside of card. — Beatrice Bachrach

2 Valentine doll uses paper-mache over a Styrofoam-ball head and plastic-bottle body. White paint covers the single layer of mache. Eyes, mouth, feet, and large paper heart greeting are cut from red paper. Arms and hands are heavy white paper. Hair and tie are red yarn. — James W. Perrin, Jr.

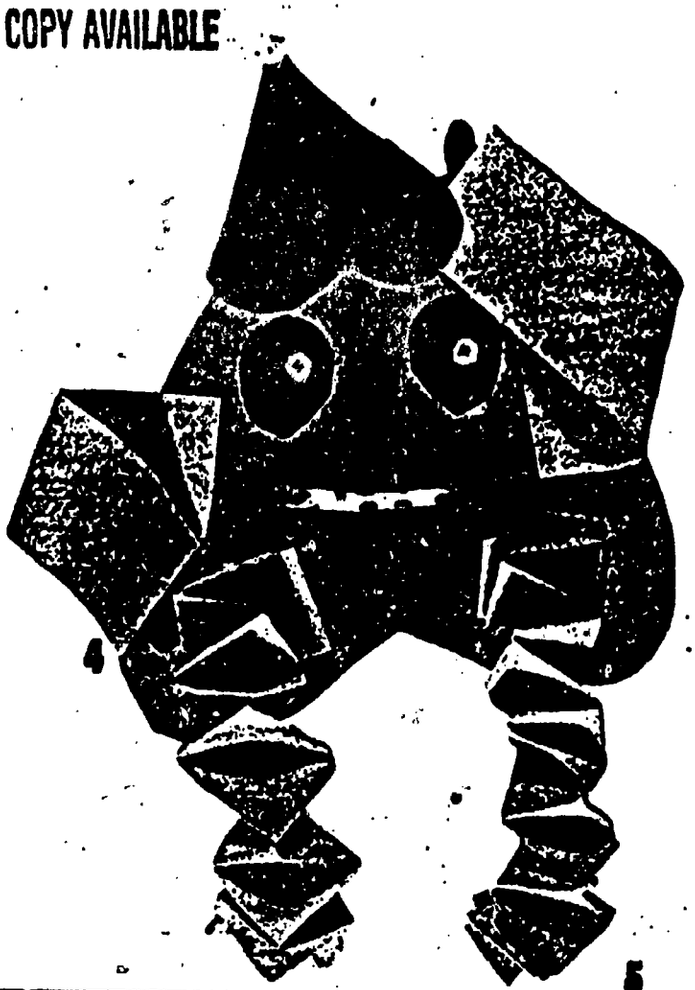
3 Brighten your Valentine's life with this heart-covered lantern. Glue white paper hearts on a sheet of red paper. Make sure hearts are completely covered with glue. Then fold paper lengthwise and cut slits in fold, stopping about 1" from edge of paper. Open paper. Glue ends together and add heart-shaped handle. — James W. Perrin, Jr.

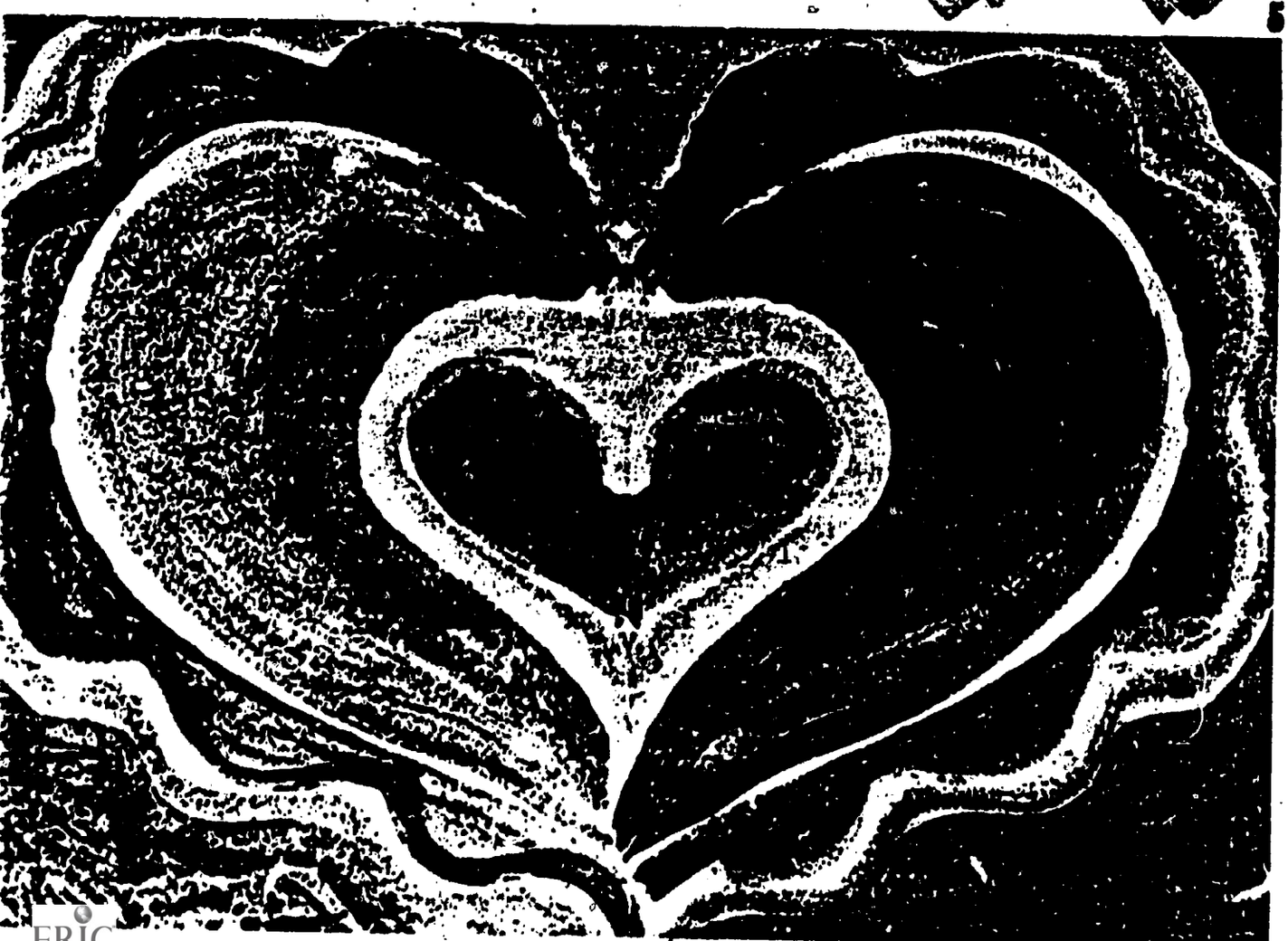
4 Hearty little people are fun to construct from bits of paper and odds and ends. Folded and curled paper may be attached to make legs, arms, or exotic hair styles. Bits of paper doilies and candy papers are some other possible trims. — James W. Perrin, Jr.

5 Blotto hearts are eye-catchingly different with their bold use of different colors. Fold paper in half. Unfold it and place flat. With a brush full of tempera, paint half a heart on one side of paper. Close paper and blot. Repeat until paper is all filled in. — Dorothy Gordon

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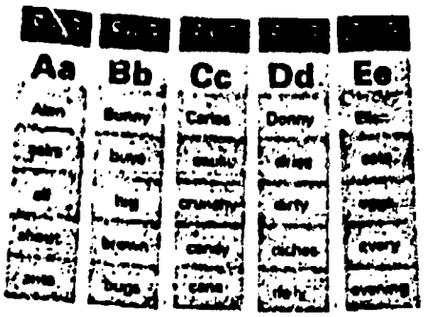




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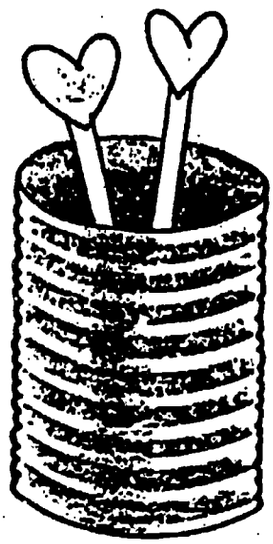
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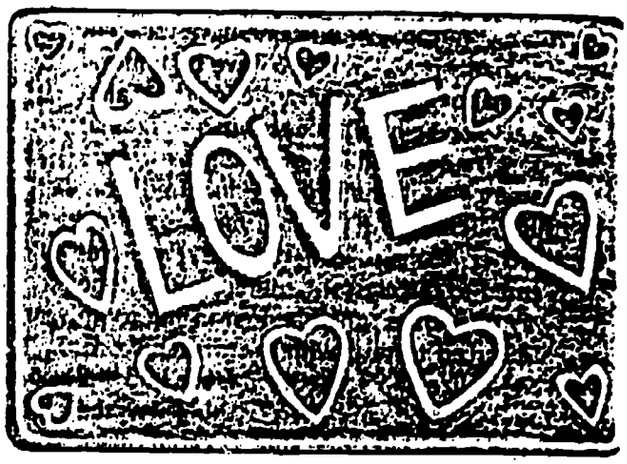
Materials/Information Listing 177

Instructor 2/76 p. 176-177



A VALENTINE GIFT

Red and white yarn is glued around an empty can to make a pencil holder. Add one or two pencils with taped-on paper-heart decoration for an extra-useful valentine. *JAMES PERRIN*



PRETTY PLAQUES

Remove edges of a plastic foam meat tray and use a toothpick or blunt pencil to draw design lightly on foam. Deepen design with a nail or out-of-ink ball-point pen. Then color entire flat surface with watercolor-type felt-tip marker. For brighter color in some areas, use several coats of marker.
DORIS BREIHOLZ

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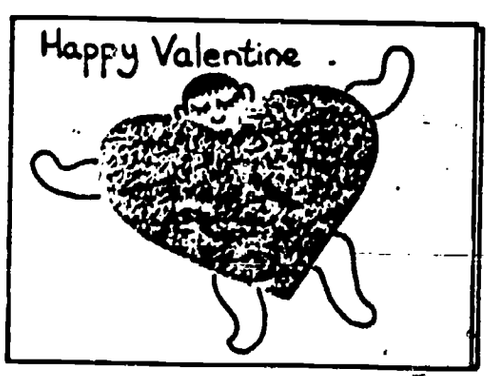
SPRIGHTLY "SPRINGERS"

Attach folded paper "springs" to a large paper heart. Add contrasting heart-shaped features, feet and/or hands to make a gay dancing figure. Suspend several from doweling or a coat hanger for a mobile to hang above your heater or in any drafty spot.
JAMES PERRIN



POCKET FULL OF LOVE

Paper figures are dressed in current teenage style with cutout clothing. The large paper-heart "pocket" is added by gluing down only its two outside edges. Then a Valentine message is printed on note-size paper, folded, and slipped into pocket. *HELEN ROSE*



HEART FOLK

Plastic packing "squiggles" are used for legs and arms on this Valentine person with the soft foam "button" head. Heart-shaped body is cut from pink or [illegible] truction paper. *RUTH BYERS*

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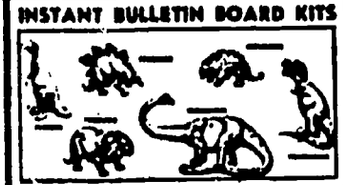
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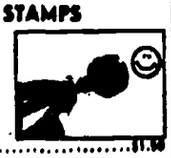
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CLASSROOM MUSIC

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Hearts in musical measure

ELVA S. DANIELS

'Tis the season of St. Valentine, when hearts rule supreme. Red ones or pink, large or small, paper or lace—your pupils are probably busy with heart shapes. Let their artistic efforts help develop a few musical concepts.

You might like to use a pop song for your theme—"Love Makes the World Go 'Round," a pleasant little waltz from the David Merrick production *Carnival*. The sheet music is available at any commercial outlet and a glance will prove the lyrics are acceptable for children to sing. Let paper hearts help children understand the grouping of accents in this song; help them picture the one—two, three; one—two, three rhythm. Use red and pink hearts cut from construction paper. Staple a pipe cleaner to back of heart, and then tape pipe cleaner to a ruler. Voila! Every child has a valentine concept-builder.

Let the children with red hearts represent the accents, raising their rulers high on beat one, while the children with pink hearts raise their rulers on the two unaccented beats, held shoulder high. Be sure to have a small group of children stand and observe the pattern this makes. Ask for other ideas from the class.

Do you know of the old familiar scale song—"I Know a Pussy Willow" ("her coat is silver gray, she lives down in the meadow . . .")—substitute valentine words, using the following or creating your own lines with the class. "I have a little Valentine / As you can plainly see / It came inside an envelope / That was addressed to me / The mailman brought it to my house / (He knew just where to come) / When I came home I found it, now I / Wonder who it's from / Guess, guess, guess. . . . Since the scale song uses the eight tones of the major scale from one to eight, use eight hearts. Perhaps you would like each heart to be a bit larger than the preceding to show the differences of the pitches as you sing up and down the scale. The eight hearts can have a thread-loop stapled to the back, and these could be hung on a pegboard, if one is available. Older children may want to place the pitches in their proper relationships, to show the half and whole steps in the major scale. Young children may be satisfied to use felt hearts, placing them relatively higher (or lower) each time on the flannel board.

Valentine hearts can help children visualize the tones of the tonic chord. Teach the following song, A below, and then make a large red heart, a small red heart, a medium-size pink heart, and a slightly smaller white heart. It is also possible to use four red hearts of the same size, labeling one C, another G, then E, and C again, representing the pitch names for the tonic chord in the key of C-major. Distribute the four resonator bells in random order, and let your class discover which bell should play first, second, third, and fourth to correspond to the melody of the song. Now arrange the hearts this way.

At another time, you may want to "scramble" the four beats in a different order—perhaps low C, E, G, high C (the reverse order), or high C, E, G, low C. Try to sing your new arrangement without the bells, then check to see if you sang it correctly. Children can also find these pitches at the piano if very small hearts are lightly gummed to piano keys C, E, G, and C.

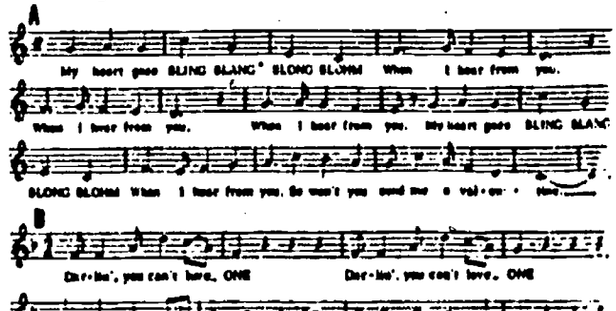
Sing the familiar American folk tune—"Darlin', You Can't Love One"—and devise rhythms to fit the measures containing three-quarter rests. Song B below, attach a heart to a yardstick, and tap it against a desk, the board, or the door. As you proceed to sing about TWO, add another heart, and change the rhythm. Keep adding until you are finished with as many verses as you can devise.

...you can't love ONE and still have fun
...you can't love TWO and still be true
...you can't love THREE and still love me
...you can't love FOUR and still have more
...you can't love FIVE and stay alive
...you can't love SIX and still play tricks

Use other valentine heart ideas to develop musical concepts to decorate your room!

ELVA S. DANIELS is associate professor College of Music, Temple University Philadelphia, Pennsylvania.

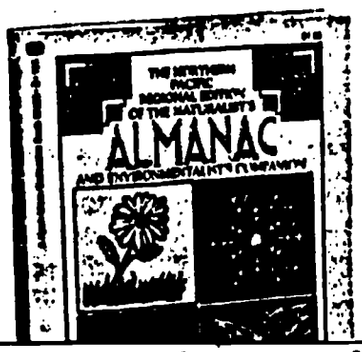
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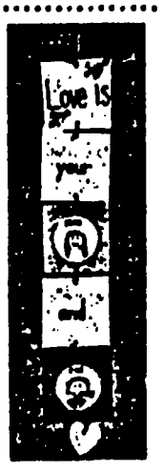
SELECTED BY DIANE CRANE

Harry Happyheart

THIS bright paper mobile will give any classroom a holiday air. Each heart is cut double by holding together one sheet of red and one sheet of white paper. They are assembled by sandwiching short lengths of string between glued-together hearts.

GERTRUDE KLINK McMURDY





Love Is—

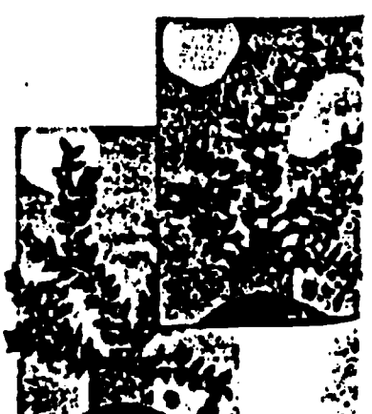
CREATE a vertical "thought hanging" with squares of paper linked by loops of yarn tied through punched holes. Add a bit of texture and shine by "framing" with circles of glued yarn or metallic cord. Tie on a cutout shape to mark the end.

JACQUELINE KOURY

Bendable Cherry Trees

WHETHER teachers like it or not, cherry trees still seem to be associated with George Washington. In this cut-paper version cherries are snips of yarn. Branches can be moved to vary the design, as they are attached with paper fasteners.

JACQUELINE KOURY



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NE CRANE

'thought
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of glued
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the end.
KOURY



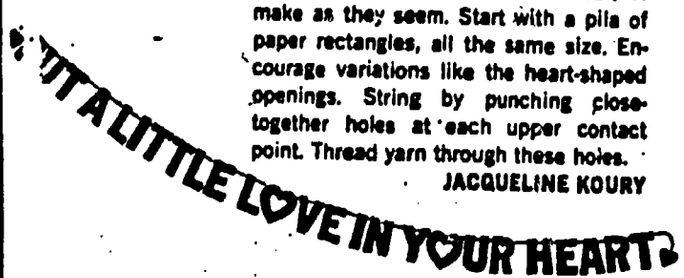
Poke and Sew Valentine

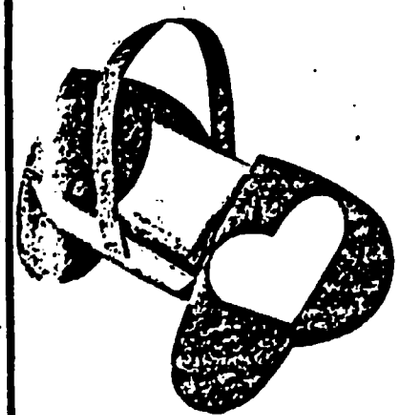
USE a discarded ballpoint pen to punch a pattern of holes in a plastic-foam meat tray. Stitch through holes with a blunt yarn needle threaded with red yarn. This makes a good "starting stitchery" project. JAMES W. PERRIN

String-Along Sentences

CUTOUT letters are not as difficult to make as they seem. Start with a pile of paper rectangles, all the same size. Encourage variations like the heart-shaped openings. String by punching close-together holes at each upper contact point. Thread yarn through these holes.

JACQUELINE KOURY





Party Pretty

FILL this basket with small candies to make an edible valentine. Construct by gluing half a three-inch section of cardboard tube between two tagboard hearts. Add paper handle and decorative hearts. Cover tube with white paper if necessary.

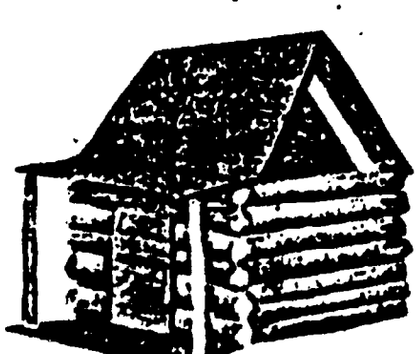
ELLEN WISE

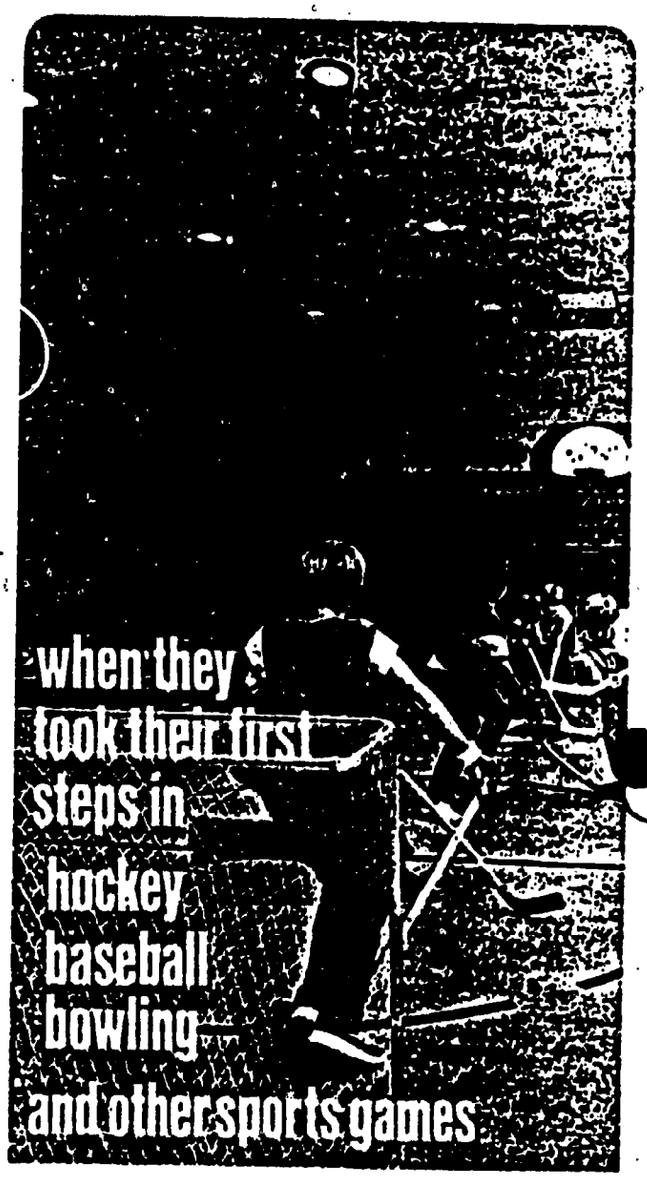


Pretzels for Pioneers

WITH stale pretzels donated by a local firm, pint milk cartons (rinsed and dried), staples, glue, and brown paper, one third grade made log cabins for Lincoln's birthday. Staple cartons, shut. Glue on pretzel "logs," paper roof, doors, and windows.

VIRGINIA GARLAND





COSOM WAS THERE

And COSOM Products will be there all the way through junior and high school too.

We invented floor hockey . . . and all the equipment that goes with it. Therefore, it's only natural that COSOM would be the *only complete line* for all school levels.

You can choose from our 36" long Model 785 for the little kids; the Model 800 for the middle size up-and-comers; and Models 810 and 815 for junior and senior high and college stars . . . and of course we also have accessory items like pucks and balls and nets.

While hockey was first, it isn't our only love. The COSOM line also means Balls and Bats. Shuffleboard. Bowling. And a full range of basic skills games and equipment for boys *and* girls of all ages. COSOM is there to help you teach them basic sports fundamentals, skills and eye/hand coordination . . . without getting hurt.

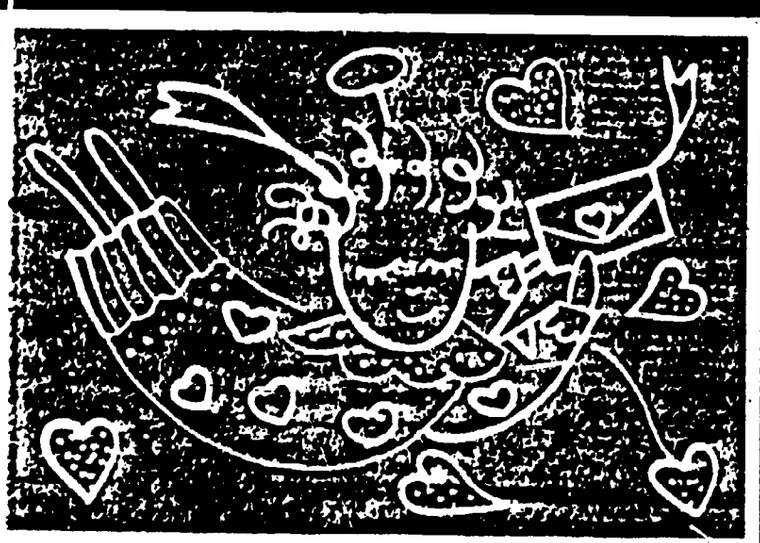
No matter whether physical training is your primary or secondary responsibility, you owe it to your students and yourself, to keep fully informed.
Write for our free institutional catalog.

COSOM Div. of ITT Thermotech
P.O. Box 781 Airlake Industrial Park, Lakeville, Mn. 55044

BEST COPY AVAILABLE

© COPYRIGHTED

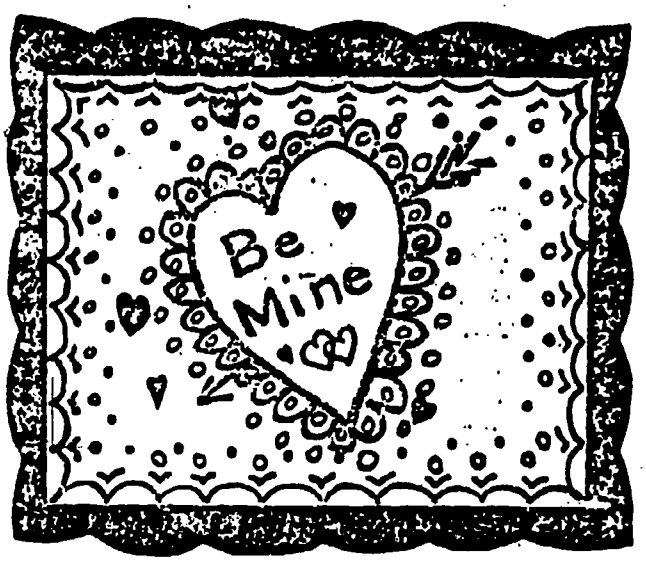
Art in hearts





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Art in hearts

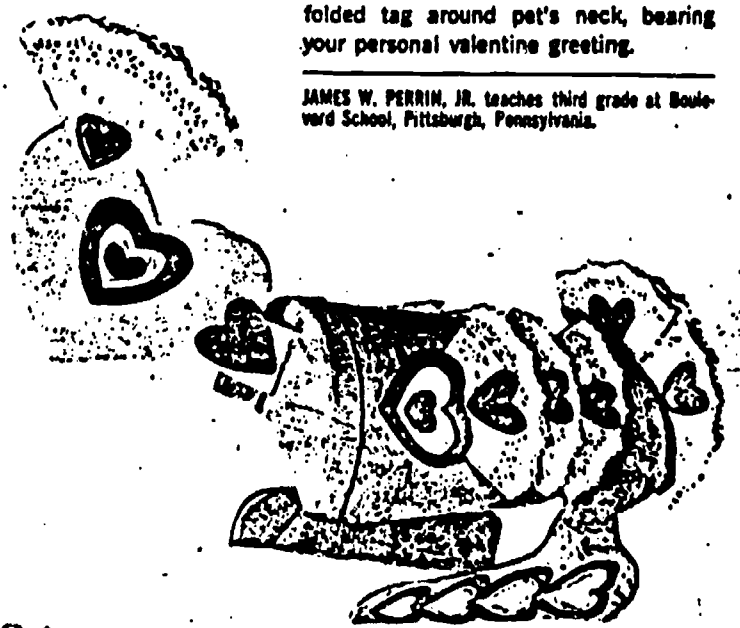




Fanciful friends

GIVE that special person a special valentine "pet." Collect round cardboard boxes like those containing salt and oatmeal. Cut bodies from these curved forms. Paint them with tempera. Then add heads cut from lightweight cardboard. Trim with additional cutout paper hearts and pieces of paper doilies. Tie a small folded tag around pet's neck, bearing your personal valentine greeting.

JAMES W. PERRIN, JR. teaches third grade at Boulevard School, Pittsburgh, Pennsylvania.



ACQUISITIONS AND SELECTION PLAN--ADDENDUM
June 30, 1983

I. GENERAL COMMENTS ON SELECTION CRITERIA

1. SUGGESTION: If clearinghouses develop additional or clarifying selection criteria they should send them to SMERC, and we will reproduce them and act as a switching station in order to share them with the rest of the clearinghouses.

2. Q: Can book reviews be included in the Practice File?
   A: Yes, as long as a copyright release has been obtained.

3. Q: Will the NEPF cite films (NO), software (NO), software evaluations (YES).

4. SUGGESTION: Make it clear to users that the NEPF is not a comprehensive collection on anything, just as ERIC isn't a comprehensive collection on anything.

5. Q: Can tests be included?
   A: YES, if they are complete, non-copyrighted, stand alone and can be used by the practitioner without accompanying materials.

6. Q: Will SMERC acquire and select documents?
   A: YES, during the pilot year. After the pilot year, all new sources of documents, training materials, promotional materials, etc. will be turned over to the clearinghouses.

7. Q: What are the differences between NEPF and ERIC documents? Is length the real difference/criterion? Will the Practice File brochure/flyer clarify the differences between the "regular" ERIC file and the new file?

   A: With reference to acquisitions and selection, the Practice File project is attempting to do several things: (1) Tag documents already in ERIC which are practitioner oriented for easy retrieval by computer (guidelines for doing this will be forthcoming shortly from the ERIC Facility); (2) Identify highly desirable types of documents already in ERIC in small quantities and develop new sources for these types of documents so that they will me more plentiful in ERIC; (3) Identify new types of documents for ERIC; identify new sources for these new types of documents and recommend that ERIC include these new types; e.g. Fact Sheets or "fingertip facts"; full text of book reviews or software reviews or newspaper articles or "commentaries" or journal columns or

brief descriptions of promising practices; locally-developed and/or teacher-developed materials if they serve as a model; compilations of journal articles (see also V. below for more on this topic). The target audience for each of the above-described materials is school-based PRACTITIONERS, PARENTS, or STUDENTS. During this pilot year, the NEPF staff will focus on collecting these new types; the ERIC clearinghouses will send on to the NEPF these new types, while continuing to acquire, select, and process ERIC documents as they always have. If a document belongs in ERIC under present ERIC guidelines, put it in ERIC in the same manner as always. If you acquire a document which you would reject under present ERIC guidelines, and if it is intended for the educational practitioner, send it to the NEPF for consideration. The flyer won't really clarify differences, but will explain to old sources and potential new sources that ERIC's focus is expanding.

8. Q: Will the clearinghouses take over the PF function at the end of the pilot year so there won't be a break in the processing of PF documents?

A: It is the hope of the PF staff that this will be the case. Everything that the clearinghouses need to do so will be made available to them. If the evaluation shows that the PF is providing a desirable adjunct to ERIC, it is likely that the clearinghouses will continue the work of the PF.

9. Q: What is the rationale for choosing teacher-developed materials?

A: We believe that there is a wealth of teacher-developed materials out in the schools which would be of value to another teacher. If such materials are legible and can be used as they stand, without additional materials or instructions, we'd like to consider including them as Practice File materials.

10. Q: Can games and puzzles be included in PF?

A: Descriptions of games and puzzles may be included. An actual game (in a box) or an actual puzzle (in a box) would be Level 3. And there will be no Level 3s in the PF. The wording of the specifications for this type of material should have been clearer.

11. Q: Related to the "pictorials" type described in the Acquisitions Plan, can just an illustration be submitted or must a narrative accompany the illustration, chart, graph, etc.?

A: Some explanation of the pictorial will probably be necessary for the user to understand how this material can be used in the classroom or in the schools.

12. Q: Will foreign language documents be included in the Practice File?

A: While we anticipate most practice file documents will be written in English, we will accept documents written in other languages. However, these documents will have to be indexed and abstracted by the submitting clearinghouse because we have no translators on our staff.

13. Q: Would a clearinghouse be reimbursed for submitting its own document (e.g. fact sheets)?

A: Yes.

14. Q: When the clearinghouses are reimbursed by the PF for documents, how may this money be spent?

A: This reimbursement is designed to cover costs involved in acquisitions, selection and shipping materials; therefore, all reimbursements should be utilized in corresponding categories.

II. NEWSPAPER ARTICLES

1. Q: What about duplicate newspaper articles--Washington Post, New York Times, etc?

A: The question of duplicate full text newspaper articles, as well as the issue of copyright releases for full text newspaper articles, is being invesigated by the PF staff. We should have guidelines for submitting newspaper articles by mid-July. If, in the meantime, clearinghouses would like to submit newspaper articles for consideration for the PF, please do so.

2. Q: The examples used in the Acquisition and Selection Plan had no cataloging information. Will these have cataloging data when they go into PF?

A: Yes, the examples were included in the ASP in order to show varying lengths of documents which might be entered in full text. If such articles are used in the PF, appropriate cataloging and Descriptors will be applied. There also must be a copyright release.

III. NUMBERS OF DOCUMENTS

1. Q: Our clearinghouse puts in more locally-developed materials than the PF staff may think so we may not have many to submit to the PF. Must we put in a certain quota?

A: NO. The numbers of documents suggested by the PF for each clearinghouse was a suggestion only. No clearinghouse must put in a certain number nor is any clearinghouse limited to a certain number. Some clearinghouses are simply not particularly practitioner-oriented and consequently would undoubtedly have fewer documents from which to choose.

2. Q: Is the number of documents submitted to the PF subtracted from our normal input, or is it in addition to our regular input?

   A: IN ADDITION TO. The PF staff suggested using different letter codes to differentiate PF input from ERIC clearinghouse input, but CERIC didn't want new codes confusing users. So we will be using clearinghouse codes, but the input will be in addition to that which you are already preparing.

3. Q: How will the anticipated budget cuts identified by CERIC affect the number of documents?

   A: The ERIC clearinghouses operate on their budgets; the PF operates on its budget. The budget for the PF is set for the duration of the project (10/1/82 - 9/30/84). Hopefully there will be no budget cuts for clearinghouses. If there are, any decisions about changes in numbers of documents submitted to ERIC will be between individual clearinghouses and CERIC.

4. Q: We have access to thousands of documents fitting the selection criteria of the PF. Should we submit them all?

   A: NO. The PF staff wants to make sure that input from all clearinghouses is considered, that all new types of documents are represented. We estimate that we will add about 1200 documents during the pilot year, which obviously limits somewhat the space for hundreds (or thousands) of documents from any one clearinghouse. We feel the PF project is a marvelous opportunity to experiment to see what the educator in the field really finds valuable--full text, reviews (software and book), etc. The evaluation of the project is designed to give us this information.

IV. FULL TEXT DOCUMENTS

1. CAUTION: Be sure to have cataloging data appear in full text documents. WE AGREE.

2. Q: Will full text documents have Descriptors?

   A: YES.

3. Q: Will there be any Level 3 documents in the PF?

   A: NO. All documents must have a copyright release for at least Level 2--preferably Level 1.

4. Q: May we write a 500-word description (for full text) of a copyrighted document?

   A: NO--on two levels. A 500-word description would in reality be a 500-word abstract, and we plan to keep abstracts under 200 words, as is currently the case with ERIC. Also, as stated elsewhere, there will be no copyrighted documents in the PF unless accompanied by a copyright release.

5. CAUTION: One clearinghouse suggested that full text documents might have to have a copyright notice online, perhaps with a statement "Copyright held by: _____". The PF staff will try to get a legal decision on this--or at least an informed opinion. Also, the PF staff will revise slightly the copyright release notice to accommodate retrieval of full text documents online. Authors and potential authors of full text documents will be notified that their item will appear in full text in RIE and online.

6. Q: Will the presence of full text documents (which will not be microfiched) cause breaks in the microfiche collection?

   A: We will do one of two things here: 1) film the full text documents to avoid breaks in the microfiche collection even though there is no backup document and even though the full text will appear both in RIE and in computer printouts; or 2) not film these full text documents and assume there will be no greater confusion for clients than that caused by Level 3 documents. Your input on this issue would be appreciated.

7. CAUTION: Decisions on the inclusion of full text items (500 words or less) are going to be tough. WE AGREE. When making the decision on the inclusion of a full text document, ask yourself 4 questions: Is this item going to help fill the information need of my clientele? (INCLUDE IT) Is it a topic of current interest to educational practitioners? (INCLUDE IT) Will it be quickly out of date? (EXCLUDE IT) Is the topic covered adequately in the existing ERIC literature? (EXCLUDE IT) Asking yourself these questions will help you to make the decision about adding any document to the system.

8. Q: Do the clearinghouses have to reformat and retype full text docments prior to sending them to SMERC?

A: NO. The PF staff will reformat and retype any document included in full text format during the project year. If the ERIC system decides to continue including full text documents after the PF project is over, it will be the responsibility of the clearinghouses to do this reformatting and retyping. HOWEVER, look at the bright side: abstracts don't need to be written for full text documents--a trade-off.

9. CLARIFICATION: The wording of the answer to Question 8, page 4 of the Acquisitions Plan needs clarification. The Question was: "How will practice file documents be made available to the user?" The answer to that question should read: "The full text documents will appear in the RIE catalogs, online during a computer search, and in the computer printout when printed offline. All other documents will be available through EDRS in microfiche format and/or in paper copy." The underlined phrase did not appear in the Acquisitions Plan, and led someone to believe that all documents in the PF would be Level 2--not true.

V. JOURNAL ARTICLES COMPILED

1. Q: Should clearinghouses compile journal articles for the PF?

A: They may, but they don't need to. If they do, they should be aware that copyright release must be obtained for each journal article in the collection. The PF staff will attempt to obtain these releases if the clearinghouse does not, and if the clearinghouse compiles the articles. The PF staff feels this type of material in the PF is one of the more interesting possibilities--especially if literature on a topic is scattered among lots of journals or lots of years and is sparsely represented in ERIC at present. We also recognize that this may be one of the more time-consuming and difficult types of materials to locate, compile, and obtain copyright releases for. We plan to try, however. Feel free to make suggestions; feel free to make compilations of ideas on a single subject; feel free to get the copyright releases; feel free to not get the copyright releases (and leave it to the PF staff to do so).

2. CAUTION: Be sure that compilations of journals meet the reproducibility standards of ERIC. WE AGREE, and WE WILL.

3. Q: How will the PF catalog the compilations of journal articles?

A: The exact method of cataloging has not yet been developed, but will be shortly. PF staff is working with the ERIC Facility on this matter. Since all PF cataloging will be done by PF staff during the pilot year, this problem should not concern the clearinghouses at the moment. All ERIC cataloging procedures will be turned over to the clearinghouses at the end of the pilot year.

VI. RECORDKEEPING, ETC.

1. Q: How will the author of a document submitted to SMERC for inclusion in the PF be notified of acceptance or rejection?

   A: This question arose several times, and my response was that the PF would like to notify the clearinghouse which submitted the document and the author of the document of the status of the document unless the clearinghouses would prefer that we notify the clearinghouse and the clearinghouse could then notify the author. I would like to hear from other clearinghouses of any preferences they might have. We want to do what's easiest for the clearinghouses.

2. Q: What if a clearinghouse gets a copyright release on a potential PF document, and then the PF staff decides not to put the document into the PF?

   A: If a Clearinghouse acquires and selects a document and obtains a copyright release f[illegible] it, and if it meets the specifications of the PF, it is extremely unlikely that the PF staff would then reject it. If this ever happened, we would certainly document the reason for such rejection--both for the clearinghouses and for the author.

3. Q: Should clearinghouses put a clearinghouse accession number on documents prior to sending them to SMERC?

   A: I'm not certain how the various clearinghouses handle transfers of documents, but I would suggest that they handle transferring PF documents just as they handle regular ERIC documents. Jim Davis and Sydney Meredith of SO have agreed to draft a suggestion of how to handle this. I will circulate their ideas to the rest of the clearinghouses. Any other suggestions would be welcome. Again, the PF staff wants to make it as easy as possible for the clearinghouses.

4. Q: The Acquisitions and Selection Plan indicates separate records be kept for PF documents. What records must be kept?

   A: The minimum number possible. Jim Davis and Sydney Meredith of SO are drafting suggestions for the best way to handle this. These suggestions will be circulated to the clearinghouses very soon.

5. Q: The Acquisitions and Selection Plan indicates that if SMERC acquires documents appropriate for input through the regular clearinghouse channels these documents will be sent to the Facility for distribution to the appropriate clearinghouse. Wouldn't it be more efficient for SMERC to send them directly to the appropriate clearinghouse?

A: Probably. If there is no objection, we will send them directly to the appropriate clearinghouse. If we are unsure which is the most appropriate clearinghouse, we will send them to the Facility.

VII. NEW ACQUISITIONS SOURCES

1. Q: There are endless numbers of acquisitions sources which are not formal and are not listed in the ERIC Acquisitions Arrangements catalog. How are we going to avoid duplication of effort? How are we going to avoid stepping on each other's toes?

   A: PF staff are at this very moment putting together lists of potential new acquisition sources. We will circulate the entire list to the entire ERIC system, noting which potential sources are earmarked for each clearinghouse. Consequently, there should be no "stepping on toes." As for "informal" sources tapped by clearinghouses at present, if there is no overlap or stepping on toes at present, there should be none in the future. Please do continue your informal contacts.

Thank you all for your thoughtful review of the DRAFT Acquisition and Selection Plan. I hope this addendum has helped to clarify some rather complex issues.

As I stated in a previous memo, Mary Moray, Project Coordinator for the PF, will be contacting each clearinghouse during the month of July to see if there are any questions or problems which we can help you with.

In the meantime, feel free to write or telephone at any time.

Katherine Clay
SMERC
333 Main Street
Redwood City, CA 94063
(415) 363-5450

Month MAY, 1984 — Documents Submitted to Practice File — Appendix F — Page 1

(by clearinghouse and type)

Types / CLEARINGHOUSES:	Handbooks	Administrator Guides Policies	Research Summaries	Research Syntheses	Fact Sheets Tips Ready Ref.	Res. Material Conf. Proceed Bkgrd. Mat.	Annotated Bibliographies	Software Rev. Hardware Evaluation	Book Reviews	Simulations	Learning Activities or Lrning. Mod.	Units of Study	Curriculum Guides	Lesson Plans	Games/Puzzles	Worksheets
CE-Adult/Career/Voc.																
CG-Counseling																
CS-Reading/Comm.																
EA-Educ. Mgmt.																
EC-Handicapped/Gifted																
FL-Lang/Linguistics																
HE-Higher Education																
IR-Info. Resources																
JC-Junior Colleges																
PS-Elem/ECE																
RC-Rural/Small																
SE-Science/Math/Envir.																
SO-Social Studies/Sci.																
SP-Teacher Education																
TM-Tests/Meas./Eval.																
UD-Urban Education																
SMERC												2				
Monthly Totals	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0
Cumulative Totals	107	61	27	36	113	283	40	27	18	5	194	120	77	17	12	3

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(by Clearinghouse and type)

Types / CLEARINGHOUSES:	Pictorials	Task Cards	Promising Practices	Public Relations Materials	Other	Journal Articles Compiled	Full Text	Total Acquired (Month)	Total Acquired Cumulative	Rejected by SMERC	Assigned CH Accession No	Total Selected (Month)	Total Selected Cumulative	Sent to CH for Review	Retained by CH for ERIC	Rejected by CH for ERIC & PF
CE-Adult/Career/Voc.								0	118	1	0	0	101	0	0	1
CG-Counseling								0	23	0	0	0	26	0	0	0
CS-Reading/Comm.								0	77	1	2	0	71	0	0	2
EA-Educ. Mgmt.								0	59	0	1	0	56	0	0	0
EC-Handicapped/Gifted								0	72	0	1	0	66	0	0	1
FL-Lang/Linguistics								0	30	0	1	0	24	0	0	2
HE-Higher Education								0	38	0	0	0	32	0	0	0
IR-Info. Resources								0	87	2	2	0	42	0	0	0
JC-Junior Colleges								0	101	0	0	0	74	0	0	0
PS-Elem/ECE								0	68	0	2	0	59	0	0	0
RC-Rural/Small								0	58	6	0	0	46	0	0	0
SE-Science/Math/Envir.								0	74	0	0	0	51	0	0	0
SO-Social Studies/Sci.								0	115	1	1	0	80	0	0	1
SP-Teacher Education								0	57	0	1	0	42	0	0	2
TM-Tests/Meas./Eval.								0	13	0	1	0	18	0	0	0
UD-Urban Education								0	88	0	0	0	57	0	0	0
SMERC								0	1523	35	0	2	632	0	0	0
Monthly Totals	0	0	0	0	0	0	0	0		46	12	2		0	0	9
Cumulative Totals	0	2	246	4	60	12	84		2548	929	1436		1462	912	110	143

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San Mateo County Office of Education
333 Main Street
Redwood City, California 94063

NATIONAL EDUCATION PRACTICE FILE
Field Test Site Training Seminar
September 26-27, 1983

A G E N D A

September 26
Rooms A & B

8:30 - 9:00	Coffee and Refreshments Registration	
9:00 - 9:45	Welcome and Introductions Seminar Objectives	(Jean Holbrook)
9:45 -10:20	Orientation to SMERC and Tour of SMERC Facilities	(Karen Tremain)
10:20 -10:35	Break	
10:35 -11:00	Introduction to ERIC	(Sara Lake)
11:00 -11:05	Explanation of National Education Practice File	(Mary Moray)
11:05 -11:30	Introduction to Search Negotiations	(Mary Moray)
11:30 -12:45	No Host Lunch at Pete's Harbor	

Room C

12:45 - 1:45	Introductions & Objectives for Today	(Kathy Clay)
	Brief Background on Test Sites	(Participants)
	Background/Update on Practice File	(Kathy Clay)
1:45 - 2:30	How Practice File Differs From ERIC	(Mary Moray)
	Limitations of Practice File	(Mary Moray)
	Composition of Practice File	(Mary Moray)
2:30 - 2:45	Break	

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2:45 - 3:15	Role of Test Sites	(Mary Moray)
3:15 - 4:00	Questions/Discussion	(Kathy Clay)

September 27
California Room

8:00 - 8:30	Coffee and Refreshments	
8:30 -10:30	Forms/Recordkeeping/Billing	(Jim Davis)
	Search Request Forms*	
	Summary Sheet (for billing purposes)	
	Evaluation	
	Site Characteristics & Operation (fill out form now)	
	Client Reaction Card*	
10:30 -10:45	Break	
10:45 -12:30	Brainstorm Potential Needs/Problems of Test Sites	(Clay/Moray)
	Filling the Needs and Solving the Problems	(All)
	Explanatory Materials/PR	
	ERIC is EXPANDING*	
	Cover Sheet for PF Printouts*	
12:30 - 1:15	Inhouse Catered Lunch	

Room B

1:15 - 4:00	Filling the Needs and Solving the Problems continued	(All)

*Approve and/or Revise

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NATIONAL EDUCATION PRACTICE FILE

The National Education Practice File (NEPF) is a two year project funded by NIE (National Institute of Education) to collect materials and develop a computerized file of information designed to meet the specific needs of teachers and administrators in their day-to-day operation of schools. A group of practitioners (teachers, administrators, librarians, counselors, and support staff) met to identify types of materials considered most useful by education practitioners. In addition to the new materials being collected, over 14,000 already-existing ERIC documents have been tagged as practitioner oriented. All are searchable through the ERIC system. With the cooperation of the 16 ERIC clearinghouses, networks are being established to acquire additional documents to add to this file. The National Education Practice File includes selected test sites:

(1) INFORMS — Iowa Department of Public Instruction
Des Moines, IA

(2) NYCTCC — New York City Teacher Centers Consortium
New York City, NY

(3) SMCOE — San Mateo County Office of Education
Redwood City, CA

(4) SSEC — Social Science Education Consortium
Boulder, CO

(5) WCISD — Wayne County Intermediate School District
Wayne, MI

These sites will provide access to a search of the file for their clientele. The entire project is being evaluated to assess the usefulness of these materials to school practitioners.

ERIC *IS E—X—P—A—N—D—I—N—G ITS FOCUS!*

ERIC is now involved in an experiment which is designed to provide access to a special selection of materials that will help educators meet new demands and changing needs.

In addition to the traditional ERIC documents, we are now seeking *practice-oriented* materials which are *short, timely,* and ready for *immediate application* in the classroom or at the school site. These materials may be *teacher-made, locally produced,* or developed by sources not previously tapped by ERIC.

HERE'S HOW YOU CAN HELP

Be alert for the following types of practitioner-oriented documents . . .

- Games/Puzzles
- Worksheets
- Promising Practices
- Handbooks
- Brief Research Syntheses/Summaries
- Fact Sheets

Send two copies (if possible) of your candidate documents and reproduction release to the ERIC clearinghouse which covers your subject area or to the ERIC Processing and Reference Facility which will forward your document(s) to the appropriate clearinghouse.

ENCLOSURE: Submitting Documents to ERIC

Search No. _____

NATIONAL EDUCATION PRACTICE FILE
SEARCH REQUEST FORM

Name _____ Date of Request _____

Address _____ Date Search Conducted _____

_____ Date DIALOG Printout Received _____

Telephone (___) _____ - _____ Date Search Mailed/Delivered to Client _____

Search Topic _____

_____

_____

_____

Number of Minutes: Tymnet or Telenet _____ Estimated Computer Connect Time _____

Number of Prints: Practice File Only _____ ERIC in Addn. to Prac. File _____

1. Request received by (CIRCLE ONLY ONE):
   1. Mail
   2. Phone
   3. In person
   4. Linking agent _____

2. Grade level (CIRCLE ONLY ONE):
   1. Pre-K
   2. Primary (K-3)
   3. Intermediate (4-6)
   4. Middle (7-9)
   5. High School (10-12)
   6. Post Secondary
   7. No information

3. End user's primary position (CIRCLE ONLY ONE):
   01. Elementary teacher
   02. Secondary teacher
   03. Administrator
   04. Librarian
   05. Counselor
   06. Student (not teacher as student)
   07. Coordinator/consultant
   08. Professor
   09. Area or intermediate education agency person
   10. Other (specify) _____
   11. No information

4. How client first found out about ERIC and/or the Practice File (CIRCLE ONLY ONE):
   1. From linking agent
   2. From brochure
   3. From colleague
   4. Other (specify) _____
   5. No information

5. Primary way in which client plans to use this information (CIRCLE ONLY ONE):
   1. School site or classroom practice
   2. Curriculum development
   3. Speech or paper (not course requirement)
   4. Fulfill course requirement
   5. Professional development
   6. Other (specify) _____
   7. No information

6. Types of information needed (CIRCLE ALL THAT APPLY):
   a. Administrator guides
   b. Annotated bibliographies
   c. Book reviews
   d. Curriculum guides
   e. Fact sheets/ready reference
   f. Games/puzzles
   g. Handbooks
   h. Learning activity packages or learning modules
   i. Lesson plans
   j. Pictorials
   k. Promising practices
   l. Public relations materials
   m. Research summaries
   n. Research syntheses
   o. Resource materials
   p. Simulations
   q. Software/hardware evaluation
   r. Task cards
   s. Units of study
   t. Worksheets

Form PF-01
10-11-83

Summary Sheet (for billing purposes)

Test Site _____

_____

Month/Year _____

_____

of Searches _____

of Connect hours _____ x $16 = _____

of Tymnet/Telenet hours _____ x $ _____ = _____

of resumes printed _____ x $.10 = _____

Total = _____

August '83

NATIONAL EDUCATION PRACTICE FILE

MATERIALS ENCLOSED

What is the NATIONAL EDUCATION PRACTICE FILE (NEPF)?

- **NEPF is a collection of materials for use by the educational practitioner.**
- **NEPF materials are being added to the ERIC system for easy access by the practitioner.**
- ***You*, as a practitioner, have been selected to receive this package from the NEPF.**

Test sites

INFORMS	IOWA DEPARTMENT OF PUBLIC INSTRUCTION DES MOINES, IA
NYCTCC	NEW YORK CITY TEACHER CENTERS CONSORTIUM NEW YORK CITY, NY
SMCOE	SAN MATEO COUNTY OFFICE OF EDUCATION REDWOOD CITY, CA
SSEC	SOCIAL SCIENCE EDUCATION CONSORTIUM BOULDER, CO
WCISD	WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT WAYNE, MI

Search Number: 4-0149

1. How useful was the search, overall?

   ___Very useful ___Somewhat useful ___Not useful

2. Do you understand the nature of the National Education Practice File?

   ___Very clearly ___A little ___Not at all

3. How clear was the explanatory information on the Practice File?

   ___Very clear ___Moderately clear ___Unclear

4. Would you use the Practice File again?

   ___Yes ___No

5. Would you be available for a followup phone call about the File's usefulness?

   ___Yes ___No

   Best time of day to call (your time)_____ Best phone no._____

6. Other comments:

Tear Off Here

National Education
Practice File

Initial Search Evaluation

Please return!

Your comments are very helpful.

RECOMMENDED PROCEDURES FOR PROCESSING FULL TEXT DOCUMENTS FOR ENTRY INTO RIE

SELECTION: As of the end of document processing for the Practice File project (May, 1984) full text documents must not exceed 500 words. Content and writing should be high quality.

COPYRIGHT: The intention to use the document as a full text entry must be explained when reproduction release is sought. A Level 1 release must be obtained. A journal editor might stipulate that a reprint permission statement be included as part of the full text entry. If so, place the reprint notice after (Author) at the end of the full text entry.

DOCUMENT PREPARATION:

PREPARING TEXT FOR TRANSMISSION:

Proof text for any typographical errors or misspelled words. Because the text must be entered as a solid paragraph and conform to EPM rules for abstracts (e.g. no underlined or italicized words), format may need to be changed to make the document more readable. Content or meaning must not be changed, however. The following are acceptable changes: (1) underlined or italicized words may be put in quotes or changed to upper case depending upon the emphasis to be conveyed; (2) parentheses may be added to the numbers in a numbered list; and (3) paragraph or section headings may be changed to upper case.

PREPARING THE DOCUMENT FOR MAILED SHIPMENT TO THE FACILITY:

Prepare a one-page sheet with a copy of the full text document. Cut and paste as necessary so no extraneous text or advertising appears. If the document is an article from a journal or newsletter, include the full citation. Send supporting documentation, such as the contents page from the journal, to show proof of the citation. Write the clearinghouse accession number in the lower left-hand corner. Leave space in the upper left-hand corner for the ED number. Place the reproduction release label and the NIE disclaimer label on the page. Always check "minor changes" on the disclaimer label. This page will be filmed as the second frame of the microfiche. The first frame will be the resume including the full text entry. It is permissible to create a title page to precede the full text document if there is no room to place the labels. See Attachments A-D for examples of one-page document preparation.

DATA ELEMENTS/FIELDS:

LEVEL: Level 1 is mandatory for full text documents.

INSTITUTION: If the document is an article taken from a journal, newspaper, or newsletter and there is no author indicated, use the publication as the institution. If the document is an article taken from a journal, newspaper, or newsletter with an author indicated, make an entry in the author field and leave the institution field blank.

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If the document is an article taken from a journal, newspaper, or newsletter and there is no author indicated, use the geographic location of the publication. If the document is an article taken from a journal, newspaper, or newsletter with an author, use the geographic location of the author if indicated.

PUBLICATION: Use 080 in addition to another appropriate code if the document is a single journal article.

AVAILABILITY (OTHER THAN EDRS): Not applicable.

JOURNAL CITATION: An entry must be made in this field if the document is taken from a journal or serial.

RECOMMENDATION FOR A NEW DATA ELEMENT

TEXT: The full text entry is to be typed in a solid paragraph and is to be preceded by the following sentence in upper case:

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT:

The full text entry is to be followed by the word Author in parentheses as follows: (Author)

See Attachment E for an example of a full text entry.

ATTACHMENT A

GUIDELINES FOR OFF-AIR RECORDING OF BROADCAST PROGRAMMING FOR EDUCATIONAL PURPOSES

Television Licensing Center

TLC

1144 Wilmette Avenue, Wilmette, Illinois 60091

In March of 1979, Congressman Robert Kastenmeier, Chairman of the House Subcommittee on Courts, Civil Liberties and the Administration of Justice, appointed a Negotiating Committee consisting of representatives of education organizations, copyright proprietors, and creative guilds and unions.

The following guidelines reflect the Negotiating Committee's consensus as to the application of "fair-use" to the recording, retention and use of television broadcast programs for educational purposes. They specify periods of retention and use of such off-air recordings in classrooms and similar places devoted to instruction and for homebound instruction. The purpose of establishing these guidelines is to provide standards for both owners and users of copyrighted television programs.

1. The guidelines were developed to apply only to off-air recording by nonprofit educational institutions.

2. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a nonprofit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.

3. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) calendar day retention period. "School days" are school session days–not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions–within the forty-five (45) calendar day retention period.

4. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

5. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.

6. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, *i.e.*, to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.

7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

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Brenda Coto

TO THE EDUCATIONAL RESOURCES



Highlights from Research on Ability Grouping

Except for high-ability students in honors classes, ability grouping has little significant effect on learning outcomes, student attitudes toward subject matter and school, and self-concept. The differences that are found in grouped classes are all positive, however slight, and there is no evidence that homogeneous grouping is harmful.

Learning Outcomes. In general, students who are grouped in classes according to academic ability outperform nongrouped students only slightly. However, students in gifted and talented programs perform better than they would in heterogeneous classes. In contrast, students in classes for the academically deficient perform neither better nor worse than they would in a mixed-abiiity class. The effects in multi-track, as opposed to mixed, classrooms are also negligible.

Attitudes. Students who are ability-grouped for a particular subject, such as mathematics or English, have a better attitude toward the subject. There is very little difference between grouped and ungrouped students in their attitudes toward school.

Self-Concept. The effects of grouping on self-concept are positive but minor.

ASCD's Research Information Service will help ASCD *members* locate sources of information on topics related to curriculum, supervision, and instruction. Send your specific question in writing to Research Information Service, ASCD, 225 N. Washington St., Alexandria, VA 22314.

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SWEETWATER UNION HIGH SCHOOL DISTRICT
1130 Fifth Avenue, Chula Vista, CA. 92011 — Telephone 425-1700

OCT 07 198.

SUPERINTENDENT'S COMMUNICATOR

VOLUME III NUMBER II

SEPTEMBER 30, 198

WHAT DO UNAUTHORIZED ABSENCES COST THE DISTRICT?

For each student day of unauthorized student absence, the district loses $11.95. Last year there were 95,818 student days of unauthorized absence for which the district did not receive any money from the state. This represented a loss to the district of $1,145,025.

These appear to be staggering figures. However, it must be remembered that there are approximately 23,000 students enrolled in the district; and the 95,818 student day absences, when divided by the 175 school days, represents an average daily unauthorized absence of 548 students or approximately 2 percent of the total student body. Although 2 percent is acceptable when compared to other school districts, the monetary loss is still considerable. For example, it would provide a 2.8 percent pay raise for every employee, or fund the entire athletic and extracurricular programs of the district.

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BENEFITS OF COACHING ON TEST SCORES SEEN AS NEGLIGIBLE

A new study by a pair of Harvard University researchers discounts earlier findings that coaching can substantially improve student performance on the Scholastic Aptitude Test (SAT).

"There is simply insufficient evidence that large score increases are a result of a coaching program," write Rebecca DerSimonian and Nan Laird in the most recent issue of the Harvard Educational Review.

There is "evidence in the data to support a positive effect of coaching. However, the size of the effect which we can safely attribute to coaching is too small to have much attraction either for individual examinees or for educators."

DerSimonian and Laird's findings are at odds with those of two other Harvard researchers, Warner Slack and Douglas Porter, who in 1980 caused a stir when they claimed that an intensive six-week coaching course could boost SAT scores by 40 to 85 points (RR, Sept. 17, 1980).

The study by DerSimonian, a Ph.D. candidate in biostatistics, and Laird, a professor of biostatistics at Harvard's School of Public Health, estimates a much smaller gain of about 10 points.

DerSimonian explained that the difference had to do with the research methodology. Unlike previous studies, which lumped together all analyses of coaching effects, DerSimonian and Laird looked at well-controlled and less well-controlled studies separately.

They found that the size of test score gain attributed to coaching is correlated with the design of a particular study. The less well-controlled the study, the greater the effect of coaching is shown to be.

When gains achieved by coached students are compared with national norms, the effects of coaching appear four to five times greater than in studies where coached students are compared with a control group. If the controlled studies are taken as the most reliable, "then it appears that the benefits of coaching are indeed negligible," write DerSimonian and Laird.

Slack, meanwhile, took issue with DerSimonian and Laird's methods and defended his own. "It's not clear that the studies they assigned most weight to were better than the others," he said.

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William H. Sims

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CH_EA015946
PDAT_Sep82
LEVEL_1
AUTH_Ryder, Bernard F.
TITLE_This School Drug Search Made a Point: We Care Enough To Get Tough with Kids. The Endpaper.
GEO_U.S.; District of Columbia
PUBTYPE_080; 141
AUD_Administrators
JNL_Executive Educator; v4 n9 p40 Sep 1982
DESC_High Schools; *Illegal Drug Use; Legal Problems; *Police School Relationship; Program Descriptions; School Community Relationship; School Law; *School Responsibility; *Search and Seizure; Student Rights; *Drug Abuse
TEXT_THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT:
A parent who notices a gun in his child's room would not hesitate to ask questions and demand answers about its presence. As a school administrator, I believe it is my responsibility to ask questions and take action when I find an equally destructive weapon--drugs--in my schools. The zealous protection of student rights by some courts unfortunately has dampened many school administrators' spirits in this regard. But this is not the time to look the other way. We must renew our commitment to protect children and to eliminate drugs from schools. In my community of Dover, N.H., the local police and the schools have an excellent working relationship. So I recently involved the police chief and several police officers in a school drug search that might well help accomplish those goals. Immediately after school was dismissed one afternoon--while some students still were in the buildings--the police and I together searched the school buildings thoroughly, using police dogs trained to detect the presence of heroin, cocaine, hashish, and marijuana. When the dogs signaled that a specific locker or desk contained illegal substances, we noted the name of the student assigned to that locker or desk. Then, we telephoned these students and their parents and asked them to view the results of our search. Students were asked to open their lockers in front of their parents and to turn over the contraband to the police. The purpose of this search was not to have kids arrested. The students, in the presence of parents, received warnings. No police records were kept because this exercise was purely an administrative search. I'm pleased to report that a sizeable cache of hard drugs was not found--only traces. Out of 1,500 lockers, only 22 contained drugs. But it was enough to prove that drugs were being used in school. After the search, we asked parents to work with their children through counseling and drug-awareness programs to see if anything could be done about the students' drug use. Finally, we informed students and parents that the next time we conducted a drug search at school, it would be treated as a police investigation. As you undoubtedly are aware, several courts have split in their rulings concerning the use of dogs in searching students and school lockers for drugs. So before I began my experiment, I checked with local attorneys and the police to make sure I was not violating a law or students' rights. Administrators, of course, should not attempt the kind of search I conducted without knowing their legal rights and responsibilities--fully understanding the possible consequences (including public outcry) of such a search. In my case, the support I received from the community was gratifying. I realize that attempting to curb the flow of drugs in schools is a tricky business, but I believe we owe it to students--and ourselves--to make schools as free of drugs as possible. In Dover, my experiment shocked and scared some kids. That's what I wanted to do. Students and their parents learned two lessons: First, parents now know that our schools are willing to work with them to make sure children spend the school day in a drug-free atmosphere. Second, drug "salesmen" in the schools now recognize that administrators once again have assumed the role of protecting students. And everyone--parents, the police, teachers, and children--knows we care enough to get tough on drugs. After the drug search, a local newspaper had this comment: "In the corridors of our local high school, an unspoken notice has been given. Drugs and schools do not mix....While it is true that life contains many gray areas, drugs in a public school is not one of those grays." (Author)

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We are asking a selected group of professionals to help us identify current information needs of educators. We'd like you to list five topics on which, in your view, information is most needed by educators. May we ask that you also list five additional topics or issues in your own special field on which you most need current information.

A. General topics (check and/or list a maximum of five)

____ problem solving
____ discipline

computers:
____ administrative use
____ classroom use

____ teacher morale
____ public relations

____ teacher effectiveness
____ teaching critical & creative thinking skills

____ providing for individual differences in the classroom
____ fund raising

Other:

_____

_____

_____

_____

_____

B. Topics in my field (list five in any order):

_____

_____

_____

_____

_____

Would you like to be notified of the results of this questionnaire?

Yes _____ No _____

Name _____

Address _____

_____

RESULTS

Following are responses to the general topics. (The numbers following each topic indicate the number of respondents who checked that item as being of high interest.)

Creative thinking skills	52
Teacher effectiveness	47
Computers for classroom use	44
Providing for individual differences	31
Teacher morale	30
Problem solving	27
Discipline	24
Computers - administrative use	18
Public relations	9
Fund raising	6

"Other" choices and "Topics in my field" fell into the following categories (examples of responses are included):

Evaluation - teacher evaluation techniques, competency testing, graduation requirements

Public Relations or Parent/School/Community Relationship - how to promote mutual respect between teacher and student, marketing, parent/community involvement in the schools (including business and industry involvement)

Administration - leadership training, trends in collective bargaining, changing role of the school principal, curriculum management

Organizational/Excellence in Education - merit pay, school effectiveness, mainstreaming, followup actions/projects from the educational reform reports

Technology - use of computers in school libraries, role of instructional television and CATV in schools, use of online searching in school districts and schools, teacher computer literacy, word processing by computer for classroom use, software evaluation

Teaching Strategies - writing across the curriculum, teaching methods for spelling, inquiry method in the discussion of literature, how to teach/work successfully with special needs populations

Curriculum - guides in specific areas, computer curriculum, language experience in secondary school, integrating cultural arts and the curriculum areas

Research - how policy research can be an effective tool in education, application of the research on how learning takes place, classroom based research, research related to successful reading programs

It's interesting to note that ERIC already contains materials in most of these areas. Documents related to the new school reform studies are currently being solicited and processed through the system.

In each of the categories mentioned above, practitioner-oriented materials were requested. Repeatedly the phrase "how to" was used--how to determine school effectiveness, how to improve district-wide student performance on standardized tests, how to help teachers adapt to the changing technology in teaching, how to teach reading in the content areas, how to design more appealing inservice experiences. Requests for research often included a phrase asking how to apply this research.

CONCLUSIONS

We are extremely pleased with the response rate to our survey, and with the thought given to the survey by respondents. We believe we have a viable (if fledgling) network, and we are turning this list over to NIE so that this network can be kept intact, and we hope that the clearinghouses will make effective use of your knowledge and interest.

A copy of this letter and its attachments is being sent to all clearinghouses and to appropriate parties at NIE, in the hope that the information contained herein will be of help in shaping and developing and strengthening acquisitions networks in high-interest areas.

A copy of the survey and all analyses made from it will be a part of the Final Report of the National Education Practice File.

This sounds like a farewell letter, but we consider it only the beginning. Many thanks to all of you.

KC/MM:ej

NATIONAL EDUCATION PRACTICE FILE
SPECIFIC ACQUISTIONS SOURCES

PS - ACTION FOR CHILD TRANSPORTATION SAFETY
P.O. Box 266
Bothell, WA 98011
(206) 623-0387
Deborah Richards, Chm.

Facility-ADMINISTRATION ON AGING
U.S. Dept. of Health, Education, and Welfare
Washington, DC 20201

Facility-AFL-CIO DEPT. OF EDUCATION
Jim Auerbach
Washington, C.C. 20006

SP - ALACHUA COUNTY SCHOOL DISTRICT
Director of Inservice Education
Gainesville, FL 32603

CG - ALCOHOL EDUCATION FOR YOUTH
1500 Western Avenue
Albany, NY 12203
(518) 456-3800
Richard W. Dutton, Exec. Dir.

PS - ALLSTATE INSURANCE COMPANIES
F-3
Northbrook, IL 60062
Booklets on Traffic safety and home and fire protection.

SE - ALUMINUM ASSOCIATION
750 Third Avenue
New York, NY 10017
(Science)

CE - AMERICAN ANGUS ASSOCIATION
3201 Frederick Boulevard
St. Joseph, MO 64501
(Livestock)

PS - AMERICAN ART CLAY COMPANY
4717 W. Sixteenth Street
Indianapolis, IN 46222

EA - AMERICAN AUTOMOBILE ASSOCIATION
8111 Gatehouse Road
Falls Church, VA 22042
(Traffic Safety)

CG - AMERICAN CANCER SOCIETY, INC.
777 Third Avenue
New York, NY 10017

SE - AMERICAN CHEMICAL SOCIETY
Dept. of Educational Activities
1155 Sixteenth Street N.W.
Washington, DC 20036
(Chemistry Aids)

PS - AMERICAN CRAYON COMPANY
1706 Hayes Avenue
Sandusky, OH 44870
(Art)

PS - AMERICAN DRIVER AND TRAFFIC SAFETY EDUCATION ASSOCIATION
1201 16th Street, N.W.
Washington, DC 20036

SMERC - AMERICAN FEDERATION OF TEACHERS
Marilyn Rauth, Educ. Director
11 Du Pont Circle, N.E.
Washington, DC 20036

SE - AMERICAN FOREST INSTITUTE
School Services
1619 Massachusetts Avenue N.W.
Washington, DC 20036
(Conservation Education)

EA - AMERICAN GAS ASSOCIATION
Educational Services
1515 Wilson Boulevard
Arlington, VA 22209
(Teacher Aids)

HG - AMERICAN HEART ASSOCIATION
7320 Greenville Avenue
Dallas, TX 75231
(Disease Control)

SE - AMERICAN HUMANE ASSOCIATION
Box 1266
Denver, CO 80201
(Science)

HE - AMERICAN IRON AND STEEL INSTITUTE
1000 Sixteenth Street, N.W.
Washington, DC 20036
(Industry)

IR - AMERICAN INSURERS HIGHWAY SAFETY ALLIANCE
20 N. Wacker Drive
Chicago, IL 60606
(312) 558-3700
Paul S. Wise, President

EC - AMERICAN MUSIC CONFERENCE
150 E. Huron Street
Chicago, IL 60611

[redacted] - AMERICAN PAPER INSTITUTE
260 Madison Avenue
New York, NY 10016

EC - AMERICAN RECREATION COALITION
14650 Lee Road
Chantilly, VA 22021
(703) 968-7728
Susan Moriak, Exec. Sec.

IR - AMERICAN SCHOOL AND COMMUNITY SAFETY ASSOCIATION
1900 Association Drive
Reston, VA 22091
(703) 476-3440
William M. Kane, Ph.D., Exec. Dir.

CG - AMERICAN SCHOOL COUNSELORS ASSOCIATION
Two Skyline Drive
Falls Church, VA
Attn: Editor, Journal of Guidance

SO - AMERICAN STOCK EXCHANGE
Education Services Department
86 Trinity Place
New York, NY 10006

JC - ARDSLEY, GREENBURGH ELINSFART TEACHER CENTER
Ann Gpindel, Director
East Hartsdale Avenue
New York, NY 10035

FL - ASIAN AMERICAN LEGAL DEFENSE AND EDUCATION FUND
350 Broadway, Suite 308
New York, NY 10013
(212) 966-5932

UD - ASSOCIATED PUBLISHERS (Black)
1401 14th Street, N.W.
Washington, DC 20005
(202) 667-2822
Ms. Willie L. Miles, Assoc. Exec. Dir.

IR - ASSOCIATION OF AMERICAN RAILROADS
Office of Information and Public Affairs
1920 L Street, N.W.
Washington, DC 20036

CS - BANTAM BOOKS, INC.
666 Fifth Avenue
New York, NY 10019
(Guide to Writing)

CG - BAUSCH & LOMB
Bausch Street
Department 6602, SOPD Division
Rochester, NY 14602
(Optics and microscopy)

SP - BECHTOLD, Lawrence
Director of Curriculum Services
40 North Emporia
Wichita, KS 67214

HE - BETHLEHEM STEEL CORPORATION
Bethlehem, PA 18016

EC - BINNEY & SMITH
380 Madison Avenue
New York, NY 10017
(Art education programs)

PS - BOYS CLUBS OF AMERICA
771 First Avenue
New York, NY 10017
(212- 557-7755
William R. Bricker, Natl. Dir.

PS - BOY SCOUTS OF AMERICA
P.O. Box 61030
Dallas/Fort Worth Airport, TX 75261
James L. Tarr, Chief Scout Exec.

RC - BUREAU OF DENTAL HEALTH EDUCATION
American Dental Association
211 E. Chicago Avenue
Chicago, IL 60611

acility- BUREAU OF LABOR STATISTICS
U.S. Dept. of Labor
Washington, C.D. 20212

IR - CALIF. MEDIA & LIBRARY EDUC. ASSN.
Jay Montfast
Old Bayshore Road
Burlingame, CA 94010

PS - CAMP FIRE, INC.
4601 Madison Avenue
Kansas City, MO 64112
(816) 756-1950
Dr. Roberta VanDerVoort, Natl. Exec. Dir.

EA - CAMPUS SAFETY ASSOCIATION (of the Natl. Safety Council)
444 N. Michigan Avenue
Chicago, IL 60611
(312) 527-4800
Barbara C. Caracci, Exec. Ofc.

SO - CENTER FOR AMERICAN ARCHEOLOGY AT NORTHWESTERN
Joane Berger, M.A.
1911 Ridge Avenue
Evanston, IL 60201

PS - CENTER FOR EARLY ADOLESCENCE
School of Public Health
Carr Mill Mall, Suite 223
University of North Carolina
Carrboro, NC 27510
(919) 966-1148
Joan Scheff Lipsitz, Ph.D., Dir.

FL - CENTER FOR TEACHING ABOUT CHINA (Asian American)
407 S. Dearborn, Suite 945
Chicago, IL 60605
(312) 663-9608
Mary Kay Hobbs, Dir.

UD - CENTER FOR URBAN BLACK STUDIES
Graduate Theological Union
2465 LeConte Avenue
Berkeley, CA 94709
(415) 841-9811
Rev. Dr. W. Hazaiah Williams, Pres. Dir.

RC - CEREAL INSTITUTE
135 LaSalle Street
Chicago, Il 60603
(Nutrition)

SE - CHEVRON CHEMICAL COMPANY
Public Relations Dept.
Box 3744
San Francisco, CA 94119
(Conservation)

SO - CHICAGO BOARD OF TRADE
Literature Services
LaSalle at Jackson
Chicago, IL 60604
(Economics)

TM - CHILDREN'S DEFENSE FUND
1520 New Hampshire Avenue N.W.
Washington, DC 20036
(202) 483-1470
Marian Wright Edelman, Pres.

TM - CHILDREN'S LEGAL RIGHTS INFORMATION AND TRAINING
2008 Hillyer Place NW
Washington, D.C. 20009
(202) 332-6575
Roberta Gottesman, Dir.

SO - CONFERENCE BOARD
Road Map Education Program
845 Third Avenue
New York, NY 10022
(Economics)

EC - CONN, C. G., LTD.
Educational Services Dept.
616 Enterprise Drive
Oak Brook, IL 60521
(Music)

SE - CONSERVATION EDUCATION ASSOCIATION
c/o Robert A. Darula
School University Programs
University of Wisconsin - Green Bay
Green Bay, WI 54302
(414 465-2480

SO - COUNCIL OF BETTER BUSINESS BUREAUS, INC.
1150 Seventeenth Street N.W.
Washington, DC 20036
(Consumer Education)

JC - COWBOY HALL OF FAME
Oklahoma City, OK

- CREATIVE EDUCATION FOUNDATION
State University College (Buffalo)
1300 Elmwood Avenue
Buffalo, NY 14222
(Creative Problem Solving)

SE - CUISENAIRE COMPANY OF AMERICA, INC.
12 Church Street
New Rochelle, NY 10805
(Mathematics)

PS - DADANT AND SONS
Hamilton, Il 62341
(Bees/Beekeeping)

JC - DO IT NOW FOUNDATION
P.O. Box 5115
Phoenix, AZ 85010
(602) 257-0797
W. Mark Clark, Exec. Dir.

HE - DOW JONES & COMPANY
Educational Service Bureau
Box 300
Princeton, NJ 08540

- EDMUND SCIENTIFIC COMPANY
101 E. Gloucester Pike
Barrington, NJ 08007
(Science)

JC - END VIOLENCE AGAINST THE NEXT GENERATION
977 Keeler Avenue
Berkeley, CA 94708
(415) 527-0454
Adah Maurer, Exec. Dir.

SO - EXPERIMENTAL CITIES, INC.
P.O. Box 731
Pacific Palisades, CA 90272
(213) 501-3033
Genevieve Marcus, Ph.D., Dir.

EC - FABER-CASTELL CORPORATION
Box 7099
Newark, NJ 07107
(Art)

SE - FAIRFAX COUNTY PUBLIC SCHOOLS
Marsha Cooper, Environmental Ed. Spec.
Department of Instruction
Masonville Center
Annandale, VA 22003

EA - FAIRFAX COUNTY PUBLIC-SCHOOLS
George Hamel
Director of School-Community Relations
Fairfax County, VA 22039

SP - FAIRFAX COUNTY PUBLIC SCHOOLS
Dr. Maryanne Lecos, Asst. Supt. of Instruc.
Fairfax County, Va 22039

Facility - FEDERAL AVIATION ADMINISTRATION
Research and Information Branch
AIS-230
800 Independence Ave., S.W.
Washington, DC 20591

Facility - FEDERAL RESERVE BANK OF ATLANTA
Atlanta, GA 30303

Facility - FEDERAL RESERVE BANK OF BOSTON
Public Information Center
30 Pearl Street
Boston, MA 02106

Facility - FEDERAL RESERVE BANK OF CHICAGO
Box 834
Chicago, IL 60690

Facility - FEDERAL RESERVE BANK OF MINNEAPOLIS
250 Marquette Avenue
Minneapolis, MN 55480

Facility - FEDERAL RESERVE BANK OF NEW YORK
Federal Reserve Station
New York, NY 10045

FL - FLOOR TENNIS COMPANY
2030 West Morse Avenue
Chicago, Il 60045

JC - FLORIDA CITRUS COMMISSION
Institutional and School Marketing
Box 148
Lakeland, FL 33802

JC - FLORIDA STATE MUSEUM
University of Florida
Gainesville, FL 32611

acility-Board of Governors of the
Federal Reserve System
Publications Services
Washington, DC 20551
"FOCUSING ON THE FED"

acility-FOOD AND DRUG ADMINISTRATION
HFG-20
5600 Fishers Lane
Rockville, MD 20852

SE - FRIENDS OF THE EARTH (Conservation)
124 Spear Street
San Francisco, CA 94105
(415) 495-4770
David Brower, Founder & Bd. Chm.

TM - FUTURE FARMERS OF AMERICA
National FFA Center
Box 15160
Alexandria, VA 22309
(703) 360-3600
Byron F. Rawls, Natl. Advisor

TM - FUTURE HOMEMAKERS OF AMERICA
2010 Massachusetts Avenue N.W.
Washington, DC 20036
(202) 833-1925
Mildred Reel, Exec. Dir.

SE - GARDEN CLUB OF AMERICA
Conservation Committee
598 Madison Avenue
New York, NY 10022

EA - GENERAL MOTORS CORPORATION
Public Relations Staff
Room 1-101
General Motors Bldg.
Detroit, MI 48202

TM - GIRL SCOUTS OF THE U.S.A.
830 Third Ave. and 51st Street
New York, Ny 10022
(212) 940-7500
Frances R. Hesselbein, Exec. Dir.

SMERC - GLASS, SUSAN
UFT - Director of P.R.
260 Park Avenue S
New York, NY 10010

EA - GOODYEAR TIRE AND RUBBER COMPANY
Public Relations Department
1144 E. Market Street
Akron, OH 44316

FL - GROWERS PEANUT FOOD PROMOTIONS
Box 1709
Rocky Mount, NC 27801

FL - HAWAIIAN SUGAR PLANTERS'ASSOCIATION
Box 1057
Aiea, HI 96701

FL - HEALTH POLICY ADVISORY CENTER
(HEALTH/PAC)
17 Murray Street
New York, NY 10007

FL - HEALTHRIGHT, INC.
175 Fifth Avenue
New York, NY 10010

FL - HERSHEY FOODS CORPORATION
Hershey Chocolate and Confectionery Div.
19 E. Chocolate Avenue
Hershey, PA 17033

JC - HILLERICH AND BRADSBY COMPANY
Box 506
Louisville, KY 40201

CG - HOGG FOUNDATION
University of Texas
Austin, TX 78712
(Mental Health)

UD - INSTITUTE OF BLACK STUDIES
6376 Delmar Boulevard
St. Louis, MO 63130
(314) 725-4044
Dr. Robert C. Johnson, Bd. Chm.

IR - INSTRUCTIONAL INFORMATION CENTER
Jack Walton
131 Livingston Street
Brooklyn, NY 11201

acility-INTERNAL REVENUE SERVICE
Inquiries to local District Director
of Internal Revenue Service
Teaching Taxes Program
Att: Teaching Taxes Coordinator

TM - INTERNATIONAL YOUTH AND STUDENT MOVEMENT FOR THE UNITED STATES
c/o Palais des Nations
CH-1211 Geneva 10, Switzerland
Ricardo Dominice, Sec. Gen.

CE - IRWIN AUGER BIT COMPANY
Department SEL
Wilmington, OH 45177
(Wood Bits)

CE - JETS, INC.
c/o United Engineering Center
345 E. 47th Street
New York, NY 10017
(212) 644-7690
Dr. Roy B. Cowin, Exec. Dir.

CE - JOHN HANCOCK MUTUAL LIFE INSURANCE CO.
John Hancock Place
Box 111,
Boston, MA 02117

CE - JUNIOR ACHIEVEMENT
550 Summer Street
Stamford, CT 06901
(203) 359-2970

SE - KEEP AMERICA BEAUTIFUL, INC.
99 Park Avenue
New York, NY 10016

RC - KELLOGG COMPANY
Home Economics Services
Battle Creek, MI 49016

CS - KEY CLUB INTERNATIONAL
101 E. Erie Street
Chicago, IL 60611
(312) 943-2300
Gary R. McCord, Admin.

EC - KING MUSICAL INSTRUMENTS, INC.
33999 Curtis Boulevard
Eastlake, OH 44094

JC - KNOW, INC.
P.O. Box 86031
Pittsburgh, PA 15221

FL - KRAFT FOODS
Consumer Service
500 Peshtigo Court
Chicago, Il 60690

SO - LEAGUE OF WOMEN VOTERS EDUCATION FUND
1730 M Street NW
Washington, DC 20036
(202) 296-1770
Ruth J. Hinerfeld, Chwm.

SP - LEHMAN COLLEGE
Dr. Robert Delisle
Bedford Park Boulevard
Bronx, NY 10468

FL - LEVER BROTHERS COMPANY
390 Park Avenue
New York, NY 10022
(Health)

CS - MASONVILLE CENTER
Susan Akroyd, Reading Resource Teacher
Department of Instruction
Annandale, VA 22003

JC - M.C.P.S.
Regina Crutchfield
650 Hungerford Drive
Rockville, MD 20850

SE - MERRILL ANALYSIS, INC.
Box 228
Chappaqua, NY 10514
(Mathematics)

JC - MIMESMATIC ASSOCIATION
Colorado Springs, CO

SE - MISSISSIPPI RIVER COMMISSION
Box 80,
Vicksburg, MS 39180

EA - MOTORCYCLE SAFETY FOUNDATION
780 Elkridge Landing Road
Linthicum, MD 21090
Dr. Charles H. Hartman, Pres.

RC - NARCOTICS EDUCATION
6830 Laurel Avenue
Washington, DC 20012
(202) 723-4774
Dr. Ernest H.J. Steed, Mng. Dir.

RC - NARCOTIC EDUCATIONAL FOUNDATION OF AMERICA
5055 Sunset Boulevard
Los Angeles, CA 90027
(213) 663-5171
Henry B. Hall, Exec. Ofc.

EC - NAT'L ASSOCIATION FOR HEARING AND SPEECH ACTION
814 Thayer Avenue
Silver Spring, MD 20910

EC - NAT'L. ASSN. FOR RETARDED CITIZENS
2709 Avenue E East
Arlington, TX 76011

C - NAT'L. ASSN. FOR SAFETY AND HEALTH IN THE ARTS AND CRAFTS
c/o School of the Art Institute of Chicago
Health Office
Columbus Dr. at Jackson Blvd.
Chicago, IL 60603
(312) 443-3789
Linnea Smith, Current Admin.

RC - NAT'L. ASSN. FOR SPORT AND PHYSICAL EDUCATION
1900 Association Drive
Reston, VA 22091
(703) 476-3410
Dr. Roswell D. Merrick, Exec.Dir.

TM - NAT'L. ASSN. OF STUDENT COUNCILS
1904 Association Drive
Reston, VA 22091
(703) 860-0200
Scott D. Thomson, Exec. Ofc.

acility- NAT'L. BUREAU OF STANDARDS
U.S. Dept. of Commerce
Washington, DC 20234

CE - NAT'L. CENTER FOR SERVICE-LEARNING
806 Connecticut Avenue NW
Washington, DC 20525
(800) 424-8530
Lyn Baird, Dir.

EA - NATIONAL CHILD SAFETY COUNCIL
P.O. Box 280
4065 Page Avenue
Jackson, MI 49204
(517) 764-6070
Howard R. Wilkinson, Pres.

RC - NAT'L. COMMISSION ON RESOURCES FOR YOUTH
36 W. 44th Street
New York, NY 10036
(212) 840-2844
Peter Kleinbard, Dir.

CE - NAT'L. CONSUMER FINANCE ASSOCIATION
Educational Services Div.
1000 Sixteenth Street NW
Washington, Dc 20036

RC - NAt'L. DAIRY COUNCIL
6300 N. River Road
Rosemont, Il 60018

RC - NAT'L. EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS
2023 West Ogden Avenue
Chicago, IL 60612
Chicago, Il 60612

Facility - NATIONAL EDUCATION ASSOCIATION
Dr. Sharon Robinson, Director I.P.D.
1201 16th Street NW
Washington, DC 20036

RC - NAT'L. FEDERATION OF PARENTS FOR DRUG-FREE YOUTH
9805 Dameron Drive
Silver Spring, MD 20902
(301) 593-9256
William Barton, Pres.

TM - NAT'L. FEDERATION OF STATE HIGH SCHOOL ASSNS.
P.O. Box 20626
11724 Plaza Circle
Kansas City, MO 64195

EA - NAT'L. FIRE PROTECTION ASSN.
Public Affairs Div.
470 Atlantic Avenue
Boston, MA 02210

TM - NATIONAL 4-H COUNCIL
7100 Connecticut Avenue
Washington, DC 20015

RC - NATIONAL INSTITUTE ON DRUG ABUSE
Health Services and Mental Health Administration
National Institute of Mental Health
5600 Fishers Lane
Rockville, MD 20852

UD - NAT'L. NETWORK OF YOUTH ADVISORY BOARDS
P.O. Box 402036, Ocean View Branch
Miami Beach, FL 33140
(305) 532-2607
Stuart Alan Rado, Exec. Dir.

CS - NAT'L. SCHOOL VOLUNTEER PROGRAM
Sandra Gray, Exec. Director
701 North Fairfax Street
Alexandria, VA 22314
(703) 836-4880

CS - NAT'L. SECRETARIES ASSOCIATION
Suite G 10,
Crown Center
Kansas City, MO 64108

EC - NAT'L. SOCIETY FOR THE PREVENTION OF BLINDNESS, INC.
79 Madison Avenue
New York, NY 10016

TM - NAT'L. YOUTH WORK ALLIANCE
1346 Connecticut Avenue NW
Washington, DC 20036
(202) 785- 764
Mark A. Thennes, Exec. Dir.

SO - NEW YORK STOCK EXCHANGE
Manager, School & College Rel.
11 Wall Street
New York, NY 10005

CS - NISSEN
930 Twenty-seventh Avenue SW
Cedar Rapids, IA 52406

SP - OKLAHOMA CITY PUBLIC SCHOOLS
900 North Klein
Lklahoma City, OK 73106

CS - OMNIPLEX
Educational Director
Oklahoma City, OK

SP - PEABODY COLLEGE OF VANDERBILT UNIVERSITY
Dr. Willis Furtwengher
Dept. of Educaional Leadership
Nashville, TN 37203

RC - PEARSON, BEN, ARCHERY
Box 270
Tulsa, OK 74101

HE - "PEOPLE ON THE FARM"
Room 535-A, Special Programs
USDA
Washington, DC 20250
(Nifty Column, Economically Speaking, Wtr. '83
Office of Gov't & Public Affairs)

CG - PIKES PEAK MENTAL HEALTH ASSOCIATION
Colorado Springs, CO

CS - PLAYS, INC.
8 Arlington Street
Boston, MA 02116

HE - PENDLETON WOOLEN MILLS
Home Economics Dept.
218 SW Jefferson Street
Portland, OR 97201

CE - PRUDENTIAL INSURANCE CO. OF AMERICA
Education Dept.
Terminal Box 2314
Los Angeles, Ca 90054

CG - PSYCHOLOGICAL CORPORATION
757 Third Avenue
New York, NY 10017

IR - Board of Governors of the Federal Reserve System
Publications Services
Washingron, DC 20551
"Public Information Materials" (Guide)

CS - QUILL AND SCROLL SOCIETY
School of Journalism
University of Iowa
Iowa City, IA 52242
(319) 353-4475
Richard P. Johns, Exec.Sec.

SP - RANDALLS, RANDY
Metro Teacher Center
Nashville, TN

SE - RANGER RICK'S NATURE CLUB (Conservation)
1412 16th Street NW
Washington, DC 20036
(215) 797-6800
Trudy D. Farrand, Editorial Dir.

SE - RESOURCES FOR THE FUTURE (Conservation)
1755 Massachusetts Avenue NW
Washington, Dc 20036
(202) 328-5000
Emery N. Castle, Pres.

SE - ROCKY MOUNTAIN NATIONAL PARK
Nature Seminars
Estes Park, Co 80517

E - SEARS, ROEBUCK AND COMPANY
Consumer Information Services
Sears Tower
Chicago, IL 60684

CG - SEX INFORMATION AND EDUCATION COUNCIL OF U.S.
84 F. th Avenue, Suite 407
New York, NY 10011
(21.) 929-2300
Barbara Whitney, R.N., M.S., Dir.

EA - SHELL OIL COMPANY
One Shell Plaza
Houston, TX 77002

SE - SIERRA CLUB
530 Bush Street
San Francisco, Ca 94108
(415) 981-8634

CS - SOCIETY OF CHILDRENS BOOK WRITERS
Rocky Mt. Chapter

SE - SOCIETY OF PARK AND RECREATION EDUCATORS
National Recreation & Park Association
1601 N. Kent Street
Arlington, VA 22209
(703) 525-0606
Donald Henkel, Exec. Sec.

EA - STANDARD OIL COMPANY OF CALIFORNIA
Public Relations Dept.
225 Bush Street
San Francisco, Ca 94104

SO - STANDARD & POOR"S CORPORATION
345 Hudson Street
New York, Ny 10014
(Investing)

SE - STATE OF LOUISIANA
Department of Agriculture
Box 44302
Capitol Station
Baton Rouge
LA 70804

SMERC - TEACHER CENTER 197M
Elliot Weitz
2230 Fifth Avenue
New York, NY 10037

UD - TEEN-AGE ASSEMBLY OF AMERICA
905 Umi Street, Suite 304
Honolulu, HI 96819
(808) 841-1146
Sen. Charles M. Campbell, Exec. Ofc.

Facility- U.S. DEPT. OF AGRICULTURE
Office of Information
Washington, DC 20250

Facility- U.S. ENERGY RESEARCH & DEVEL. ADMIN.
Box 62
Oak Ridge, TN 37830

CG - U.S. OLYMPIC COMMITTEE
Olympic House
57 Park Avenue
New York, NY 10016

UD - UNITED STATES STUDENT ASSOCIATION
1220 G Street, SE
Washington, DC 20003
(202) 667-6000
Frank X. Viggiano, Exec. Dir.

IR - UNIVERSITY OF TENNESSEE
Ann Prentice
Grad School of Library and Info. Science, 1331 Circle Park Dr., SW
Knoxville, TN 37916

TM - VAN VALKENBURGH, NOOGER & NEVILLE, INC.
15 Maiden Lane
New York, NY 10038
(teaching/learning process testing)

SO - VITAL ISSUES
Center for Information on America
Washington, CN 06793
(Column)

1. "Activities in Space: A Matter for International Regulation"
Vol. XXX11, No. 5

2. "The Government as Custodian of Taxpayer Dollars: Are Cost-effective and efficient Programs possible?"
Vol XXX11, No. 4

3. "Should the U.S. Have a Population Policy?"
Vol. XXX11, No. 3

4. "Teenage Pregnancy. A National Challenge What are the Facts?" Vol. XXX11, No. 6

CE - WAGNER ELECTRIC CORPORATION
Advertising Department
6400 Plymouth Avenue
St. Louis, MO 63133
(Auto brake service)

IR - WANG LABORATORIES
836 North Street
Tewksbury, MA 01876
(Computer applications)

CE - WASHINGTON NATIONAL INSURANCE CO.
Dept 1400
Evanston, Il 60201
(Pres. Washington's life)

HE - WHEAT FLOUR INSTITUTE
14 E. Jackson Boulevard
Chicago, Il 60604

HE - WINE INSTITUTE
165 Post Street
San Francisco, Ca 94108

HE - WORLD BANK
1818 H Street NW
Washington, DC 20433

UD - WORLD PEN PALS
1690 Como Avenue
St. Paul, MN 55108
(612)647-9566
Christine Raymond, Sec.

UD - YOUNG MEN'S CHRISTIAN ASSN. OF THE U.S.
101 N. Wacker Drive
Chicago, Il 60606
(312) 977-0031
Solon B. Cousins, Exec. Dir.

SP - YOUNGSTOWN STATE UNIVERSITY
Dr. Edgar Ebett
Youngstown, OH 44555 410 Wick Avenue

UD - YOUTH OF ALL NATIONS
16 St. Luke's Place
New York, NY 10014
(212) 924-1358
Clara Leiser, Exec. Dir.

SMERC inform
a san mateo county office of education

Date: August 10, 1983

To: ERIC Clearinghouses
Attention: Acquisitions and/or Processing Personnel

From: Katherine Clay
Project Director
National Education Practice File

Subject: National Education Practice File (NEPF) Journal Articles Compiled

There has been a great deal of interest in compiling journal articles for the Practice File - both by Practice File staff and ERIC Clearinghouses. Now that we're really into this idea and have completed a number of "Journal Articles Compiled" packages, I'd like to pass along a number of tips:

1. If a journal publishes 9 issues a year and you pull a regular feature from 8 issues, please include a note to the Practice File staff about why you skipped one of 9 issues. For example: if the skipped issue is a special issue and did not contain the "regular feature," that's all we need to know. If the skipped issue was lost or stolen, we will pull our copy and include the relevant article in your compilation. In other words, let us know whether we need to go to our shelves or files for any reason.

2. If you select articles from an unbroken one-year series, please pick a "natural" year, either calendar year (January-December) or fiscal year (probably July-June OR journals often omit June and July or July and August so their year would be September-June or August-May). In other words, pick a natural break. Use your own judgment on how many journals or how many months or years to cover when compiling a collection. There is no minimum or maximum number of journals or articles or pages.

3. Be sure that any compilations are clearly conceptually related with a clear target audience, e.g. Valentines Day Activities OR Chrismas Plays OR Activities for Substitute Teachers rather

333 MAIN STREET · REDWOOD CITY, CA 94063 · (415) 363-5450

than Substitute Teachers (how to find them, how to train them, activities for, attitudes toward, problems of, etc).

4. Compilations may (but need not) come from the same journal. For example, Practice File staff has just compiled a "Pledge of Allegiance" package from numerous journals (as old as 1954 and as new as 1983). It's easier (in terms of copyright releases) to compile from the same journal, but often it's not possible.

5. If a single article is a candidate for CIJE and is too long for full text in the Practice File, it should be entered into CIJE in the normal fashion. The only way articles will appear in the Practice File is either in full text (substantive, "tips," etc) or as a part of a compilation.

We're just beginning the process of pursuing copyright releases. Will let you know how we fare.

Thanks for your help and interest in compilations of journal articles. Please let me know if you have any questions.

KC/km

cc: Charles Hoover
Pat Coulter
Ted Brandhorst

APPENDIX M

RECOMMENDED PROCESSING PROCEDURES FOR A COMPILATION OF JOURNAL ARTICLES ENTERED INTO RIE AS ONE ACCESSION

SELECTION: Articles from more than one issue of the same journal or articles from issues of more than one journal may be compiled into one document. There is no limit to the number of articles or pages which may be compiled, but the material must be conceptually or topically related. A single topic or one unifying theme is required. The intended audience should be clear. A compilation of regular features or columns from a journal may be made if the above criteria are met. Reproducibility factors should be considered at the outset. Journal articles are often attractively presented, but can cause reproducibility problems. Sections of small type, colored type, or blocks of background color upon which type has been placed are common problems which can require extensive retyping in order to obtain the best copy for filming.

COPYRIGHT: Contact permissions editors of journals for reproduction releases for each article. Editors will indicate which articles require individual releases from authors. Editors should understand that the articles will appear in a compilation and will not be entered singly--particularly if articles from other journals will also appear. Levels 1 and 3 should be explained at the outset to avoid the problem of receiving a mixture of the two types of releases. Editors usually will require (and provide) a reprint statement to be added to the first page of each article used. If all articles are from the same journal, it may be permissible to place a single reprint notice on the created title page.

DOCUMENT PREPARATION:

ORGANIZATION: Arrangement of articles by date (most recent first) is preferred. Other organization may be used depending upon the nature of the topic or the articles selected.

TITLE PAGE: A title page must be created to house the following information: (1) clearinghouse accession number; (2) disclaimer label; (3) fabricated or partially fabricated title; (4) name and location of the compiler (individual or institution); and (5) date of the compilation (to be used as the publication date in cataloging).

CONTENTS PAGE: A contents page should be created. List the articles in the order in which they appear in the compilation. Include the title of the article, author (if any), name of journal, volume, number, pages, month, and year. Pagination of the compilation itself may be done, but is not required.

DOCUMENT PREPARTION: (continued)

ARTICLES: Prepare pages of uniform size (8 1/2 x 11). Cut and paste as necessary to remove any advertising which is adjacent to the articles and to achieve balanced and attractive pages. This is particularly necessary where articles are continued in small sections on several pages. Preserve original titles, headings, artwork, or photographs which are part of the article.

The first page of each article must contain: (1) journal name, volume, number, pages, month, and year; (2) reprint permission notice if required; and (3) reproduction release label (unless one can be placed on the title page for the entire compilation).

LABELS:

NIE DISCLAIMER: Place one on the created title page. Check "minor changes."

REPRODUCTION RELEASE: All releases must be either for Level 1 or Level 2. If all articles are from the same journal, one reproduction release may be placed on the title page. If multiple releases are involved, place reproduction release labels on the first pages of each article in the compilation.

DATA ELEMENTS/FIELDS:

PUBLICATION DATE: Use the date the articles were compiled which appears on the created title page.

LEVEL: Level 1 is preferred. All articles within the compilation must have reproduction releases for the same level.

AUTHOR: Leave blank unless an individual's name appears on the title page as compiler.

TITLE: Fabricate a title. Enclose it in brackets, both in the cataloging and on the title page. Make the title as descriptive and as complete as possible. Include names of journal or journals, months, and years in addition to words which will convey the topic and the nature of the material. Create a partially fabricated title if the compilation consists of a regular feature of a journal with a consistently used title. (See Attachment A for examples.)

INSTITUTION: Use the name of the institution responsible for the creation and/or preparation of the compilation. DO NOT use the journal publisher as the institution. If an individual from the responsible institution is named as compiler, use the individual's name in the author field as compiler, in addition to using the institution's name in the institution field.

GEOGRAPHIC: Use the geographic location of the institution (or SOURCE individual) responsible for the compilation. DO NOT use the geographic location of the journal.

DATA ELEMENTS/FIELDS : (continued)

PUBLICATION TYPE: Use 022 in addition to another appropriate code. The scope/definition for 022 includes "collection of articles" (EPM V-85).

DESCRIPTIVE NOTE: Usually not necessary if the title is complete and descriptive.

AVAILABILITY (OTHER THAN EDRS): Not applicable.

JOURNAL CITATION: Enter the journal name, volume, number, month, and year as specified in the EPM. It is not necessary to specify inclusive pagination for articles in a compilation in RIE. The examples for "scattered issues" (EPM V-71) will be applicable for many compilations. If articles from more than one journal are compiled, enter the citations in alphabetical order by journal name. (See Attachment B.)

PROBLEM: How will citations in the journal field be separated if more than one journal is cited? A period could be used.

ABSTRACT: Indicative abstracts describing the contents of the compilation are preferred. Description of the material which is not handled in either title or note field may be incorporated in the abstract.

EXAMPLES: The "Idea Place," a regular feature carried by the "Learning" magazine, deals with...

Each April issue of the journal, "Social Education," contains an annotated bibliography of.....

Numbers of items are useful to the reader of the abstract. Such information conveyed in the abstract can indicate a great deal about the content to be expected.

EXAMPLES: Instructions for 40 arts and crafts activities are provided in this compilation.....

This collection of 18 learning activities pages focuses on.....

Over 80 short activity ideas are compiled for use by....

ATTACHMENT A

EXAMPLES OF FABRICATED TITLES:

[Valentine's Day Activities Compiled from February Issues of Eleven Years of "Instructor" Magazine, 1973-1983.]

[Tips for Elementary Substitute Teachers Compiled from Nine Issues of "Teacher" Magazine, January through October 1983.]

[Back to School Activities for the Elementary Teacher Compiled from Six Issues of "Instructor," "Learning," and "Teacher" Magazines.]

EXAMPLES OF PARTIALLY FABRICATED TITLES:

The Whole K Catalog: Ideas for Prekindergarten, Kindergarten, and Beyond. [Compiled from Eight Issues of "Instructor" Magazine, September 1982 through May 1983.]

Basics. [A Compilation of Learning Activities Pages from Seven Issues of "Instructor" Magazine, September 1982 through March 1983 and May 1983.]

Idea Place: Early Grades. [Columns Compiled from Seven Issues of "Learning" Magazine, September to November 1982 and January to April/May 1983.]

ATTACHMENT B

EXAMPLES OF JOURNAL CITATIONS WITH MORE THAN ONE JOURNAL CITED: (Using a period to Separate Citations)

Instructor; v90 n2 Sep 1980. Science and Children; v18 n1 Sep 1980. Science Teacher; v48 n3 Mar 1981

Grade Teacher; v69 n6 Feb 1952 v71 n10 Jun 1954 v75 n6 Feb 1958 v77 n10 Jun 1960 v79 n10 Jun 1962 v89 n1 Sep 1971. Instructor; v71 n10 Jun 1962 v84 n6 Feb 1975

OCT 6 1983

Clearinghouse on Teacher Education
ONE DUPONT CIRCLE, N.W., SUITE 610 • WASHINGTON, D.C. 20036 • 202/293-2450

October 3, 1983

TO: Mary Moray (Practice File)

FROM: Cathy Julius, Senior Information Analyst Cathy Julius

RE: Acquisitions Letter

Enclosed is a letter we sent to several hundred small colleges' (enrollment less than 3,000) teacher education departments. You may recall that you asked me to send you a copy of the letter.

Along with this letter, we included a copy of the Practice File flyer and a brochure describing our clearinghouse. We hope that, in sending the letter in early September, we "caught" teacher educators at a time when they are planning their academic year and when they will include ERIC in their plans.

We have gotten some response so far (quite a few queries), and we're hoping for suitable documents to roll in later.

Sponsored by the Educational Resources Information Center (ERIC), National Institute of Education
under a contract with the American Association of Colleges for Teacher Education

SCOPE

The preparation and continuing development of elementary, secondary, and collegiate level instructional personnel, their roles and functions; and selected aspects of health education, physical education, and recreation education.

OCT 6 1983

Clearinghouse on Teacher Education

ONE DUPONT CIRCLE, N.W., SUITE 610•WASHINGTON, D.C. 20036•202/293-2450

Dear Colleague:

As a collector and disseminator of educational literature, the ERIC Clearinghouse on Teacher Education is interested in receiving and reviewing a large amount of diverse education-related literature. Presently, the ERIC collection is heavily weighted with contributions from large universities and professional research laboratories.

We believe that many smaller institutions of higher education, and their education departments, have developed and authored educational materials that deal with matters of interest to all educational personnel and to those who have a special interest in the smaller college or university. We would like to invite you and your faculty members to submit such materials to our clearinghouse for review and possible inclusion in ERIC's monthly abstract journal and database, Resources in Education.

Please read the enclosed information about our clearinghouse and pass the word on to your colleagues and faculty, perhaps by posting the information in the faculty lounge.

We believe that reviewing any documents that you or your colleagues send will help us to announce, through ERIC, valuable materials in education, as well as give authors the opportunity to publicize their work.

Thank you for your consideration.

Sincerely yours,

Catherine Julius

Catherine Julius
Senior Information Analyst

Sponsored by the Educational Resources Information Center (ERIC), National Institute of Education
under a contract with the American Association of Colleges for Teacher Education

SCOPE

The preparation and continuing development of elementary, secondary, and collegiate level instructional personnel, their roles and functions; and selected aspects of health education, physical education, and recreation education.

JANE MC CLELLAN
ERIC CLEARINGHOUSE ON
READING AND COMMUNICATION
SKILLS

The National Education Practice File

Educational "practitioners" provide the target audience for a new subfile being created for the ERIC data base by SMERC (the San Mateo Educational Resources Center), under contract with the National Institute of Education. The purpose of this National Education Practice File (NEPF) will be to make information about educational practice more available and useful to teachers and building-level administrators.

Begun in October 1982, the two-year project consists of four developmental phases that reflect the practitioner focus of the file: (1) identification by educators of the types of materials that should be included in NEPF, (2) selection of approximately 12,000 appropriate documents already in ERIC to form the base of the file, (3) selection and processing of approximately 1,000 to 1,200 new documents for the file, and (4) field testing of the NEPF. Project staff anticipate that, upon the successful completion of the project, the ERIC clearinghouses and Central ERIC will continue to build the file and that it will be computer searchable through the major vendors as an adjunct to ERIC.

The first phase, completed in March 1983, involved a diverse group of twenty-eight educators: seven teachers, three school librarians, four school principals, four representatives from federal education agencies, five representatives from national organizations serving building-level school personnel, three information specialists, and the project coordinator and project director. This working group was charged with selecting document types, defining selection criteria, identifying sources for documents, recommending a formal title for the file, and generating information for the development of a network that would identify practitioner needs and document sources. Although there was a clear discrepancy in the types of documents considered high priority items by the people representing

different aspects of education, the following list categorizes the top ten priority document types selected by the whole group plus the top five priority types identified by each subgroup:

Materials That Support Curriculum Development and Classroom Instruction

1. Learning Activity Packages or Learning Modules
2. Units of Study
3. Curriculum Guides
4. Lesson Plans
5. Games/Puzzles
6. Worksheets
7. Pictorials
8. Task Cards

Materials That Provide Practical Advice

9. Compilations of Journal Articles
10. Promising Practices
11. Public Relations Materials
12. Handbooks
13. Administrator Guides

Materials That Summarize and Synthesize Information

14. Research Summaries
15. Research Syntheses
16. Fact Sheets

Materials That Provide Background and/or Support Professional Development

17. Resource Materials
18. Bibliographies

As might be expected, educators are interested in a wide range of document types, many of which are not listed above. In addition,

many ERIC users will quickly recognize that some of the above types can currently be found in the ERIC data base. In this case, the F[illegible] will consider increasing its acquisitions of such doc[illegible]

As for the types of documents that will be "new" to ERIC via the NEPF, the following comparison will illustrate the major differences in selection criteria:

Practice File Selection Criteria	Current RIE Selection Criteria
Compilations of Journal Articles on a single topic	Not accepted for RIE or (CIJE)
Full text up to 500 words	Full text not accepted for RIE
Short documents	Documents under 5 pages need written justification for inclusion in RIE
Locally developed and/or teacher-developed materials if they serve as a model	Locally developed and/or teacher-developed materials discouraged for RIE

It is anticipated that approximately 10 percent--100 to 120--of the new documents will be entered in full text, as, for example, brief newspaper articles on current and interesting educational statistics, Education Secretary T. H. Bell's comments on the master teacher idea, or the use of donated billboard space to promote school systems in major cities. Furthermore, local documents--such as school- or school district-developed flyers, or brief guidelines for parents on testing or on helping their children with reading and writing--will become part of the new file if they provide a model for practitioners or information useful outside the local area.

With this first phase of the project completed and the second and third phases being carried out, the final plans for the fourth phase--field testing--are under way. During this phase, which will begin in October 1983, five test sites will be provided with training, training materials, promotional and explanatory materials, and technical support so that the project may be evaluated. Two of these testing locations are SMERC, in Redwood City (California), and the ERIC Clearinghouse for Social Studies/ Social Science Education, in Boulder (Colorado). The other three sites will meet the necessary criteria and also represent other geographic areas. From June through October of 1984 the test sites will continue operating as such, but no data will be collected.

The NEPF staff, the ERIC system, and the National Institute of Education expect that the development of this new file will enhance ERIC by including documents not normally selected for the data base; by expanding the acquisitions networks of the ERIC clearinghouses, which will be providing the documents for the file; and by tagging and thus partitioning the practice file documents in ERIC so that it will be even more responsive to the needs of the educational practitioner.

SEP 22 1983

September 19, 1983

Dear Mary and Kathy,

Enclosed are copies of the acquisition letter and modified flyer that we sent to potential contributors to the Practice File (did they ever get around to discussing a name change?). The letters were run off on our continuous feed letterhead (also enclosed). The flyers were Xeroxed on colored paper. We are also enclosing a flyer with each acceptance letter to contributors of regular ERIC documents and plan to distribute them to all the counselors in Ann Arbor -- if they ever end their strike. (Can you believe? September 19th and our kids still haven't started school!)

In the future, we plan to Xerox a reproduction release on the backs of the flyers. (I guess PS does this when they send acquisition letters to conferences; at any rate I got the idea from Mima.)

Good luck on the project. It was good seeing you again.

Jeanne

Jeanne Collet

September 9, 1983

(name)
(assoc.)
(address)
(city, state zip)

Dear (greeting):

ERIC (Educational Resources Information Center) is funded by the U. S. Government to acquire, store, and disseminate educational information. CAPS (the Counseling and Personnel Services Clearinghouse), one of sixteen clearinghouses in the ERIC system, specializes in acquiring materials in counseling and human services.

We at ERIC/CAPS are continually searching for ways to meet the informational needs of professionals like you and to help you share your work with others. Now, ERIC is expanding its focus to include practice-oriented materials which are short, timely, and ready for immediate application in the classroom or the counseling office.

We believe that (assoc.) may be able to contribute practitioner-oriented materials that would be valuable to counseling professionals. If selected for ERIC, these materials will be announced in the monthly ERIC index, Resources in Education (RIE) and made available through more than 700 ERIC collections worldwide.

Enclosed is a reproduction release form and a flyer which describes possible document types. We would appreciate your passing this information on to potential contributors.

We look forward to your organization's contribution.

Sincerely,

Mary C. Frenza
Acquisitions Coordinator

enc.

E R I C I S E-X-P-A-N-D-I-N-G I T S F O C U S !

In addition to the traditional ERIC documents, we are now seeking practice-oriented materials which are short, timely, and ready for immediate application in the classroom or counseling office. These materials may be teacher-made, counselor-made, locally produced, or developed by sources not previously tapped by ERIC.

HERE'S HOW YOU CAN HELP

Be alert for the following types of practitioner-oriented documents...

Handbooks
Worksheets
Task Cards
Fact Sheets
Promising Practices
Record Keeping Forms
Public Relations Materials
Self-Assessment Instruments
Games and Puzzles (descriptions)
Brief Research Syntheses/Summaries (500 words)

If you have materials of this nature that you would like to share with other counseling professionals, send two copies (if possible) of your candidate documents and a reproduction release to:

Acquisitions Coordinator
ERIC/CAPS
2108 School of Education Building
The University of Michigan
Ann Arbor, MI 48109
(313) 764-9492

Counseling and Personnel Services Clearinghouse

2108 School of Education, The University of Michigan
Ann Arbor, Michigan 48109 (313)764-9492

Search No. _____

NATIONAL EDUCATION PRACTICE FILE
SEARCH REQUEST FORM

Name _____ Date of Request _____

Address _____ Date Search Conducted _____

_____ Date DIALOG Printout Received _____

Telephone (___) _____ Date Search Mailed/Delivered to Client _____

Search Topic _____

_____

_____

_____

Number of Minutes: Tymnet or Telenet _____ Estimated Computer Connect Time _____

Number of Prints: Practice File Only _____ ERIC in Addn. to Prac. File _____

1. Request received by (CIRCLE ONLY ONE):
   1. Mail
   2. Phone
   3. In person
   4. Linking agent _____

2. Grade level (CIRCLE ONLY ONE):
   1. Pre-K
   2. Primary (K-3)
   3. Intermediate (4-6)
   4. Middle (7-9)
   5. High School (10-12)
   6. Post Secondary
   7. No information

3. End user's primary position (CIRCLE ONLY ONE):
   01. Elementary teacher
   02. Secondary teacher
   03. Administrator
   04. Librarian
   05. Counselor
   06. Student (not teacher as student)
   07. Coordinator/consultant
   08. Professor
   09. Area or intermediate education agency person
   10. Other (specify) _____
   11. No information

4. How client first found out about ERIC and/or the Practice File (CIRCLE ONLY ONE):
   1. From linking agent
   2. From brochure
   3. From colleague
   4. Other (specify) _____
   5. No information

5. Primary way in which client plans to use this information (CIRCLE ONLY ONE):
   1. School site or classroom practice
   2. Curriculum development
   3. Speech or paper (not course requirement)
   4. Fulfill course requirement
   5. Professional development
   6. Other (specify) _____
   7. No information

6. Types of information needed (CIRCLE ALL THAT APPLY):
   a. Administrator guides
   b. Annotated bibliographies
   c. Book reviews
   d. Curriculum guides
   e. Fact sheets/ready reference
   f. Games/puzzles
   g. Handbooks
   h. Learning activity packages or learning modules
   i. Lesson plans
   j. Pictorials
   k. Promising practices
   l. Public relations materials
   m. Research summaries
   n. Research syntheses
   o. Resource materials
   p. Simulations
   q. Software/hardware evaluation
   r. Task cards
   s. Units of study
   t. Worksheets

Form PF-01
10-11-83

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NATIONAL EDUCATION PRACTICE FILE

The National Education Practice File (NEPF) is a two year project funded by NIE (National Institute of Education) to collect materials and develop a computerized file of information designed to meet the specific needs of teachers and administrators in their day-to-day operation of schools. A group of practitioners (teachers, administrators, librarians, counselors, and support staff) met to identify types of materials considered most useful by education practitioners. In addition to the new materials being collected, over 14,000 already-existing ERIC documents have been tagged as practitioner oriented. All are searchable through the ERIC system. With the cooperation of the 16 ERIC clearinghouses, networks are being established to acquire additional documents to add to this file. The National Education Practice File includes selected test sites:

(1) INFORMS — Iowa Department of Public Instruction
Des Moines, IA

(2) NYCTCC — New York City Teacher Centers Consortium
New York City, NY

(3) SMCOE — San Mateo County Office of Education
Redwood City, CA

(4) SSEC — Social Science Education Consortium
Boulder, CO

(5) WCISD — Wayne County Intermediate School District
Wayne, MI

These sites will provide access to a search of the file for their clientele. The entire project is being evaluated to assess the usefulness of these materials to school practitioners.

Search Number: 4-0039

1. How useful was the search, overall?

   ___Very useful ___Somewhat useful ___Not useful

2. Do you understand the nature of the National Education Practice File?

   ___Very clearly ___A little ___Not at all

3. How clear was the explanatory information on the Practice File?

   ___Very clear ___Moderately clear ___Unclear

4. Would you use the Practice File again?

   ___Yes ___No

5. Would you be available for a followup phone call about the File's usefulness?

   ___Yes ___No

   Best time of day to call (your time)_____ Best phone no._____

6. Other comments:

Tear Off Here

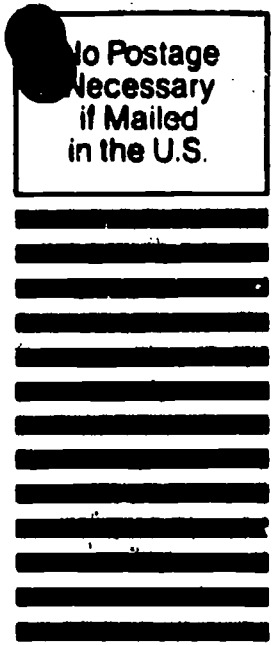
National Education Practice File

Initial Search Evaluation

Please return!

Your comments are very helpful.





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Boulder, Colorado 80302

NEPF

NATIONAL EDUCATION PRACTICE FILE

MATERIALS ENCLOSED

What is the NATIONAL EDUCATION PRACTICE FILE (NEPF)?

- NEPF is a collection of materials for use by the educational practitioner.
- NEPF materials are being added to the ERIC system for easy access by the practitioner.
- *You*, as a practitioner, have been selected to receive this package from the NEPF.

Test sites

INFORMS	IOWA DEPARTMENT OF PUBLIC INSTRUCTION DES MOINES, IA
NYCTCC	NEW YORK CITY TEACHER CENTERS CONSORTIUM NEW YORK CITY, NY
SMCOE	SAN MATEO COUNTY OFFICE OF EDUCATION REDWOOD CITY, CA
SSEC	SOCIAL SCIENCE EDUCATION CONSORTIUM BOULDER, CO
WCISD	WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT WAYNE, MI

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HOW TO USE A COMPUTER PRINTOUT

The computer printout contains annotations of journal articles (EJ) and/or abstracts of ERIC documents (ED). If there are any journal annotations, these will appear before documtne abstracts.

Sample citations, one of a journal article and one document, are shown below with explanation of the accompanying information.

JOURNAL ARTICLE

EJ170573 SO505886

TITLE — Look, Listen, Taste, Touch and Learn.

AUTHOR — Diem, Richard A.

JOURNAL — Social Studies, 68, 5, 187-9 Sept/Oct 77

VOLUME

NUMBER

PAGE

SUMMARY OF ARTICLE — Elementary students can learn to appreciate their own and other cultural backgrounds through a four-stage process of observation. The process involves taking a careful look at home environment, participation, in food exchange with classmates, observation at friends' homes and other schools, and followup discussion. (AV)

Descriptors: *Social Studies/ *Cultural Awareness/ *Observational Learning/ *Teaching Methods/ *Social Background / Student Characteristics/ Social Development/ Comparative Analysis/ Elementary Education

To read the entire journal article, you must go to a local school, public, or university library.

If you want to read the entire document, you must go to a local library that subscribes to the ERIC Microfiche Collection. (A list of libraries that subscribe to ERIC is enclosed.) If an ERIC Collection is not accessible, or if you want to obtain a personal copy of the document in either microfiche or hardcopy, you must write to the ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210.

ERIC DOCUMENT

ED143594 SO010270

Cross Cultural Task Cards: Social Studies — TITLE

Quinn, Jeanette; Carty, Elaine — AUTHOR

77 126 pp.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage. — PRICE INFORMATION

Twenty corss-cultural learning tasks focus on concepts developed through units on food, clothing, shelter, and natural resources. The tasks progress from simple to complex. They focus on concepts and vocabulary on culture. beginning with a discussion of housing and clothing and concluding with discussions on slavery and the Bill of Rights. Each task is divided into four parts: (1) motivation, which involves a judgment about an illustration or article; (2) activity, which requires the construction of a project relative to the concept dealt with; (3) questions intended to provoke thinking, and (4) map skills. Materials required for activities include clay paint, balloons, drawing paper, rings, buttons, and scissors. The tasks may be used to supplement ethnic studies units. (KC)

MF= MICRO-FICHE

HC= PAPER-COPY

-SUMMARY OF DOCUMENT

Descriptors: Creative Activities/ *Cross Cultural Studies/ Cultural Awareness/ Elementary Education/ Ethnic Studies/ Individual Activities/ *Instructional materials/ *Learning Activities/ *Social Studies

*Prices are provided with each abstract.

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Revised June 1983

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Colorado

***ERIC Clearinghouse for Social Studies/Social Science Education**
855 Broadway
Boulder, Colorado 80302

Telephone: (303) 492-8434
Contact: Sheryl Robinson, Regina McCormick
Collection Status: Complete
Equipment: 6 microfiche readers; 1 reader printer
Services: Paper copy reproduction available
Access Hours: Mon.-Fri.: 8:00 a.m.- 5:00 p.m.

University of Colorado at Boulder
Library
Boulder, Colorado 80309

Telephone: (303) 492-8930
Contact: Sharon Cause
Collection Status: Complete
Equipment: 3 microfiche readers; 1 reader printer
Services: Paper copy reproduction at $.10 per page; microfiche reproduction available within the UCB Library system, but not in the AV/Microforms Center where the collection is housed.
Access Hours: Mon.-Thurs.: 8:00 a.m.-10:00 p.m.
Fri.: 8:00 a.m.- 6:00 p.m.
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Sun.: 12:00 noon-10:00 p.m.

***University of Colorado at Colorado Springs**
Library
Austin Bluffs Parkway P.O. Box 7150
Colorado Springs, Colorado 80933

Telephone: (303) 593-3295
Contact: Christine Martinez
Collection Status: Complete from 1979
Equipment: 6 microfiche readers; 1 reader printer
Services: Paper copy reproduction at $.10 per page
Access Hours: Mon.-Thurs.: 8:00 a.m.-10:30 p.m.
Fri.: 8:00 a.m.- 5:00 p.m.
Sat.: 9:00 a.m.- 5:00 p.m.
Sun.: 1:00 p.m.- 5:00 p.m.
Summer hours vary slightly.

***Auraria Libraries (serve University of Colorado at Denver, Metropolitan State College, Community College of Denver)**
Eleventh and Lawrence Streets
Denver, Colorado 80204

Telephone: (303) 629-2775
Contact: James Hill
Collection Status: Complete
Equipment: 3 microfiche readers; 1 reader printer
Services: Paper copy reproduction at $.15 per page
Access Hours: Mon.-Thurs.: 7:30 a.m.-10:00 p.m.
Fri.: 7:30 a.m.- 5:00 p.m.
Sat.: 9:00 a.m.- 4:00 p.m.
Sun.: 12:00 p.m.- 8:00 p.m.

Colorado State Library
1362 Lincoln Street
Denver, Colorado 80203

Telephone: (303) 866-2695
Contact: Donna Good
Collection Status: 1977-1980, currently inactive
Services: Collection not currently maintained and not open to public

***University of Denver**
Penrose Library
2150 East Evans Avenue
Denver, Colorado 80208

Telephone: (303) 753-2212; 753-2213
Contact: Patricia A. Fisher
Collection Status: Complete
Equipment: 7 microfiche readers; 2 reader printers
Services: Paper copy reproduction at $.10 per page
Microfiche reproduction at $.25 per copy
Access Hours: Mon.-Thurs.: 8:00 a.m.-12:00 midnight,
Fri.: 8:00 a.m.-10:00 p.m.
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Sun.: 12:00 noon-12:00 midnight

Open to public only through purchased access cards

***Colorado State University**
Library
Fort Collins, Colorado 80523

Telephone: (303) 491-5911
Contact: Fred Schmidt
Collection Status: Complete
Equipment: 19 microfiche readers; 2 reader printers
Services: Paper copy reproduction at $.10 per page
Access Hours: Mon.-Fri.: 8:00 a.m.-12:00 a.m.
Sat.: 8:00 a.m.- 5:00 p.m.
Sun.: 12:00 p.m.-10:00 p.m.

University of Northern Colorado
Michener Library
Greeley, Colorado 80639

Telephone: (303) 351-2264; 351-2562
Contact: Bob Frohling
Collection Status: Complete
Equipment: 45 microfiche readers; 2 reader printers
Services: Paper copy reproduction at $.05 per page; microfiche reproduction at $.25 per copy
Access Hours: Mon.-Thurs.: 8:00 a.m.-12:00 noon
Fri.: 8:00 a.m.- 5:00 p.m.
Sat.: 9:00 a.m.- 5:00 p.m.
Sun.: 10:00 a.m.-12:00 midnight

Western State College of Colorado
Leslie J. Savage Library
Gunnison, Colorado 81230

Telephone: (303) 943-2060
Contact: Nate Lund
Collection Status: Complete
Equipment: 4 microfiche readers; 1 reader printer
Services: Paper copy reproduction at $.10 per page; microfiche reproduction at $.10 per fiche
Access Hours: Mon.-Thurs.: 7:45 a.m.- 9:30 p.m.
Fri.: 7:45 a.m.- 5:00 p.m.
Sat.: 11:00 a.m.- 5:00 p.m.
Sun.: 2:00 p.m.- 9:30 p.m.

Jefferson County Public Schools
Library Media Services
1209 Quail Street
Lakewood, Colorado 80215

Telephone: (303) 231-2310
Contact: Roberta Ponis
Collection Status: Complete from 1974
Equipment: 5 microfiche readers; 1 reader printer
Services: Paper copy reproduction at no cost to school employees
Access Hours: Mon.-Thurs.: 7:30 a.m.- 7:00 p.m.
Fri.: 7:30 a.m.- 4:30 p.m.
Summer hours: 7:30 a.m.- 4:30 p.m.

***Northern Colorado Educational Board of Cooperative Services**
Information Retrieval Center
830 South Lincoln Street
Longmont, Colorado 80501

Telephone: (303) 772-4420
Contact: Raymond L. Hall
Collection Status: Complete to 1972
Equipment: 2 microfiche readers; 1 reader printer
Services: Paper reproduction costs dependent on volume.
Access Hours: Mon.-Fri.: 8:00 a.m.- 5:00 p.m.

* = Provides Computer Search Services

APPENDIX O

PRACTICE FILE PROCESSING

1. Screen Incoming Documents
   Title on Submission & Processing Forms

2. Document Type Assigned/Tallied

3. Duplicate Check - online - ADR

4. Working Card
   Master Log

5. Selection
   Assign CH Code

6. Send to CHs for Review/Selection

7. Rejects - notify contributor/CH

8. HOLD for CH response of documents sent for review/selection

9. Assign CH #
   Make file folder
   Enter on ADR
   Reimbursement Chart
   Letter of Selction to Contributor

10. Send for Reproduction Release

11. HOLD - Waiting for Reproduction Release

12. Select for SØ

13. Catalog and Document Preparation

14. Check Cataloging

15. HOLD for Better Copies, Clean Up

16. Index and Abstract

17. Edit Indexing and Abstracting

18. Final Duplicate Check

19. Remove Prepared Documents - HOLD for Friday Shipment
    Log Sheets

20. Ready for Word Processor

21. Ready for Proofing

22. Ready for Corrections

23. Proof Corrections

24. Make Print of Transmission

25. Type Control Cards

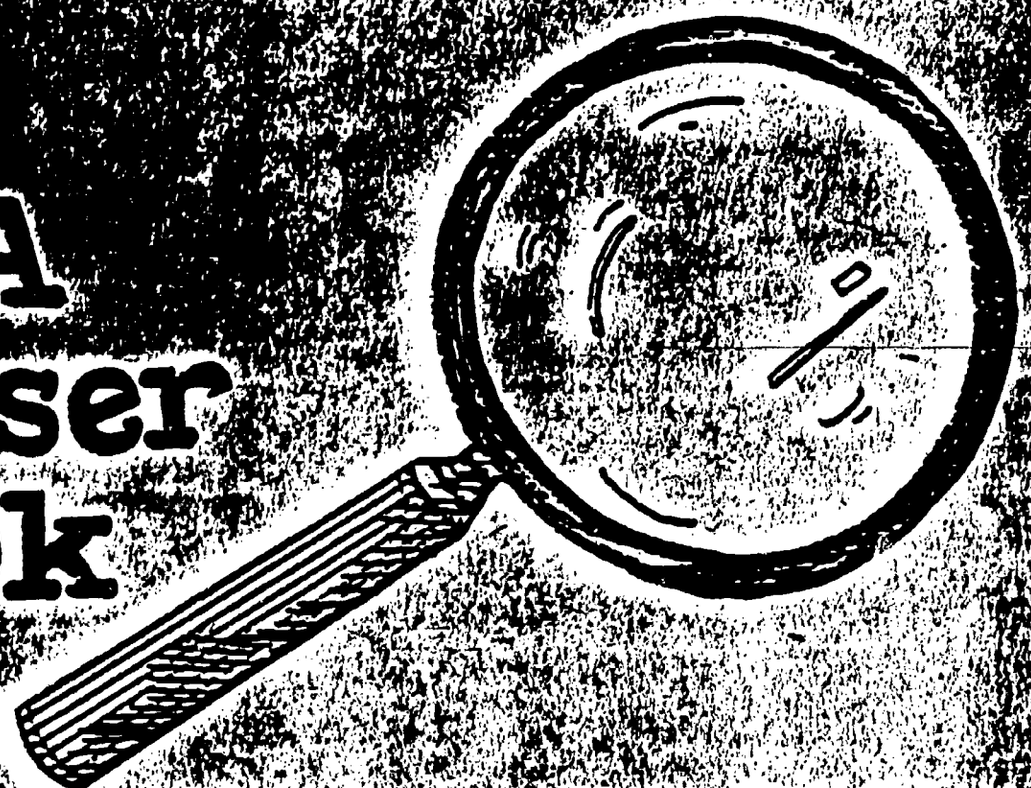
4/27/84

Appendix P

COPYRIGHT LAWS

Implications for ERIC

A Closer Look



comp. by
Leslie Hendrikson

ERIC

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I. COPYRIGHT LAW PL 94-553

INTRODUCTION

Although the ERIC Processing Manual provides basic guidelines for seeking copyright permission from contributors, the subject of rights and permissions remains anything but clear. It seems that exceptions to the rule are always occurring and unique circumstances continually present new questions. This document seeks to clarify questions concerning copyright by: (1) reviewing the law itself (PL 94-553), (2) presenting the law as interpreted by The Chicago Manual of Style, (3) reviewing the reproduction release guidelines provided in the ERIC Processing Manual, and (4) detailing an NIE attorney's response to specific copyright questions presented by NIE and ERIC personnel.

PUBLIC LAW 94-553, SECTION 107

Before embarking on a discussion of the "fair use" guidelines, it is important to present section 107 of Public Law 94-553, which explains the exclusive rights in copyrighted works. Subject to sections 107 through 118, the owner of copyright has the exclusive rights to do and to authorize: (1) the reproduction of copyrighted works in copies or phonorecords, (2) the preparation of derivative works based upon the copyrighted work, (3) the distribution of copies or phonorecords of the copyrighted work to the public by sale or other transfer of ownership, or by rental, lease, or lending (17 USC 106).

COPYRIGHTED SEGMENTS OF A DOCUMENT

According to the ERIC Processing Manual (EPM, II-41), documents containing segments copyrighted by someone other than the producer of the document may be left intact if:

1. ERIC has permission from the copyright holder of the material in question; or
2. the original permission obtained from the segment author is broadly stated and can be assumed to extend to all printings and reprintings--including its duplication in ERIC;
3. the segment is small in relation to the overall work from which it is taken so that its reproduction would be allowable under the copyright law's "fair use."

FAIR USE GUIDELINES

Because "fair use" guidelines are anything but clear, they are subject to a number of different interpretations. Some ERIC personnel interpret the law rather loosely while others are much more cautious. Although nowhere does the current law attempt to define the exact limits of the fair use of copyrighted work, the law (section 107) does provide major guidelines to follow when determining whether or not the use made of a work in any particular case is fair:

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

In addition to the above guidelines, section 107 of Public Law 94-553 states:

> Notwithstanding the provisions of section 106, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research is not an infringement of copyright.

While this statement certainly provides us with some clarification, questions still remain. A look at the Chicago Manual of Style (1982), further clarifies section 107 provisions:

> The doctrine of fair use was originally a concept of common law and the limits of fair use are nowhere spelled out exactly. Essentially the doctrine implies that authors may quote from other author's work to illustrate their own points. Proportion is more important than the absolute length of a quotation: to quote five hundred words from an essay of five thousand is bound to be more serious than to quote the same number of words from a work of fifty thousand.
>
> Although neither the Copyright Act nor the courts define fair use of quoted material in terms of length, some publishers tend to do so. It should be remembered that no such rules have validity outside the publishing-house walls: courts, not publishers, adjudicate fair use. The rules exist in part to give an overworked permissions department, which often cannot tell whether or not a proposed use of a quotation is actually fair, something to use as a yardstick (4.45, 4.46).

The following rules of thumb taken from the 1982 Chicago Manual of Style should serve as a helpful guide for making decisions about fair use of copyrighted materials:

RULES OF THUMB

1. Uses that are not parallel in purpose to the original, such as quotations for purposes of criticism, will always be judged more leniently than parallel uses such as depending on quotations to prove one's point rather than putting it into one's own words.
2. It is hardly ever acceptable to use anything in its entirety such as a poem, an essay, or a chapter of a book.
3. One should never quote more than a few contiguous paragraphs or stanzas at a time, or let the quotations, even if scattered, begin to overshadow the quoter.

WHAT ABOUT JOURNAL ARTICLES?

According to The Chicago Manual of Style (1982), contributers to a journal possess exactly the same rights in their work as authors of books. An author is usually asked to sign a formal transfer of rights to the publisher when an article has been accepted for publication in a scholarly journal. When such an agreement has not been made, all that the publisher is assumed under the law to have acquired is the privilege of printing the contribution in that and subsequent printings of the journal issue. "The agreement is a legal contract between publisher and contributor wherein the contributor assigns some or all of his or her rights in the contribution to the publisher, and the publisher agrees to publish the contribution."

COLLECTIVE WORKS

Many contributions such as anthologies and issues of a periodical, are considered collective works. Copyright, which covers the selection and arrangement of the materials, belongs to the compiler or editor. According to the 1978 Copyright Law (Public Law 94-553), a "collective work" is a work, such as a periodical issue, anthology, or encyclopedia, in which a

number of contributions, constituting separate and independent works in themselves, are assembled into a collective whole. A "compilation" is a work formed by the collection and assembling of preexisting materials or of data that are selected, coordinated, or arranged in such a way that the resulting work as a whole constitutes an original work of authorship. The term "compilation" includes collective works.

WHAT ABOUT NEWSPAPER ARTICLES?

From time to time, especially in practitioner-oriented materials, we have found documents in which authors have clipped and pasted news articles to further illustrate their point. This is one area where virtually everyone I talk to has a different opinion on whether it is acceptable to use newspaper articles without permission.

After a personal conversation with an administrator from the Denver Post, I learned that although it is common for teachers and many other professionals to use newspaper clippings in reports, units, and documents, use of these in a database is a different matter. The articles in a newspaper are the newspaper's work products and the newspaper owns these products. Sometimes news articles are not the property of the newspaper and have been purchased on a first use basis only. Since there is no way of knowing which articles are the newspaper's property and which aren't (it doesn't really matter because they are all copyrighted), it is safest always to seek permission. Because each article would have to be dealt with on a case-by-case basis, it seems more practical to make it a rule of thumb to be cautious about the use of news articles and to obtain permission to use them.

Some of us may ask, "Yes, but after it has been run in the paper, isn't it public domain?" The answer is that newspapers subscribe to their own information banks and the information does remain their product. Others may say, "But what about fair use?" The fact that all articles are fairly "short" in relation to any document that they might be included in leads me to believe that in the case of articles we should remember that the law discourages the use of anything in its entirety.

For example, ERIC/ChESS has found that it is fairly easy to obtain permission for reproducing Associated Press line articles . Depending on the newspaper, it is likely that many newspapers would gladly grant

permissions. Although it is not likely that ERIC would ever be sued for inclusion of newspaper articles in a document, not getting caught is no reason knowingly to break the law! ERIC/ChESS has one classic story of a contributing ERIC author who asked the New York Times for permission to include one of their articles in her document. The Times gave her permission to use the article for a grand sum of $150.00, which, unfortunately, she paid. This story ultimately led our clearinghouse to the realization that newspaper articles should perhaps be taken more seriously.

HAS ERIC EVER BEEN SUED FOR VI LATION OF COPYRIGHT?

Keep in mind that these rules are intended for authors and publishers and that ultimately it is their responsibility to tend to copyrighted portions of their materials. ERIC has never seen fragments of copyrighted materials within larger works become a legal issue. On one occasion ERIC was sued, however, for entering an entire work into the system. In this particular case, the author denied understanding what she had signed and accused ERIC of ruining the sales for her work. When we consider the vast number of documents in ERIC, the fact that fragments of copyrighted materials have yet to become a legal issue may alleviate some of our fears about violating copyright laws. This does not mean that we do not need to be careful, but it might free us from the throes of paranoia.

Although it is usually assumed to be the author's responsibility to take care of copyrighted materials in their own works, ERIC personnel need to be aware of blatant copyright violations and check them out with authors before putting documents into the system. It would not be a good reflection on ERIC to be ignorant or irresponsible about such things.

DURATION OF COPYRIGHT

Whether or not the renewal date is specified in the copyright notice, one should assume that the copyright has been renewed. Anything published in the United States before 1906 can safely be assumed to be in the public domain.

WORKS MADE FOR HIRE

Public Law 94-553 defines "work made for hire" as

1. a work prepared by an employee within the scope of his or her employment; or
2. a work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that the work shall be considered work made for hire.

More simply, the Chicago Manual of Style (1982) explains the 1978 provisions for copyright in the category of "works made for hire" as works created by someone who is paid by another person to create them: "In the law, the employer is regarded as the 'author' of any such work, and hence the owner of the copyright."

PHOTOGRAPHS, PAINTINGS, AND DRAWINGS

Public Law 94-553 defines "pictorial, graphic, and sculptural works" as including two-dimensional and three-dimensional works of fine, graphic, and applied art, photographs, prints and art reproductions, maps, globes, charts, technical drawings, diagrams, and models. Copyright permission to reproduce such works must be obtained from the owner or sometimes the artist: "The new copyright law has made it easy for photographers and artists to retain the reproduction rights to a piece while selling the piece itself and the right to display it" (Chicago Manual of Style, 4.51).

II. SO WHERE DOES ERIC STAND? (ERIC PROCESSING MANUAL, II-35-40)

The Copyright Revision Law (PL-94-553), effective January 1, 1978, requires ERIC to assume that all private sector documents, whether carrying a copyright notice or not, are copyrighted, unless such documents were published without a copyright notice prior to January 1, 1978. For this reason, unless ERIC already has a blanket reproduction permission from the source organization, a signed reproduction release form must be obtained for every title selected for the ERIC system. The existence of a letter of transmittal giving ERIC permission to reproduce the report is not sufficient.

SPECIFIC SITUATION:

a. Public Domain

A document issued without a copyright notice may be registered by the author within a five-year period after the date of public distribution. If the work is not registered within this period, then the document is considered to be in the public domain.

b. Announcement Without Reproduction

It is considered legally permissible to abstract (at the length provided for by ERIC guidelines) and to announce copyrighted documents at Level 3, whether or not a reproduction release has been obtained. Announcement alone does not violate copyright. However, ERIC does not announce any document unless users can be referred to a source of availability.

c. Multiple Authors

If a document having multiple authors requires a release form, a signed release from any one of the authors is considered sufficient.

d. GPO and NTIS Documents

Documents printed by the Government Printing Office and the National Technical Information Service, which do not carry a copyright notice, do not require a copyright release. They are assumed to have been generated with Federal government funding

under terms which either place them in the public domain or else reserve a free right of reproduction for U.S. government purposes.

e. Speeches

Speeches written and/or delivered in the author's private capacity require a release. Speeches written by an employee of the federal government, operating in an official capacity, do not require a release. Speeches written by a federal employee, and bearing a copyright notice, must be checked with Central ERIC.

f. State Documents

State funded documents, whether bearing a copyright notice or not, require a release form.

g. International Foreign Copyright

Copyright under the Universal Copyright Convention is indicated by the c symbol. However, since there are numerous other bilateral and multilateral copyright agreements between countries, it is advisable to handle foreign documents the same as domestic documents as far as permissions and releases are concerned. In other words, the presence or absence of the c symbol should not affect the decision to seek a release.

h. Journal Article Publication

Documents generated with federal government funding are in the public domain. Such documents may later be published as journal articles, but will often carry a notice (e.g., a footnote) reserving the government's right to reproduce and/or excluding them from the overall journal issue copyright.

i. Federally Funded Documents (Including Contractor Reports)

Federally funded documents fall under the copyright law just as do private sector documents. The difference is that the government reserves the right to reproduce for its own purposes all federally funded documents. Reproduction by ERIC is considered "for government purposes." This includes, for example, the federally funded but copyrighted documents of states, local governments, and school districts. It also includes the instances where a government agency has granted a contractor the right to copyright a given document for a limited period of time (perhaps to facilitate dissemination objectives).

Federal documents bearing a copyright notice should be checked with Central ERIC to determine whether a release is necessary. If in doubt, or if some questionable variation of this situation occurs, Central ERIC should also be contacted.

j. Letter in Lieu of Release

At the present time, a letter giving ERIC permission to reproduce an accompanying document is not sufficient no matter how explicit the letter may be. ERIC policy is that a Reproduction Release (Blanket) or a Reproduction Release (Specific Document) must be obtained to cover every document that is not federally prepared or federally supported.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction of microfiche by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

SIGN HERE

Signature: _____ Printed Name: _____

Organization: _____

_____ Position: _____

Address: _____ Tel. No.: _____

_____ Zip Code: _____ Date: _____

WHAT DOES THE ABOVE CLAUSE IN THE REPRODUCTION RELEASE MEAN?

Public Law 94-553 allows special provisions for library copying. In general the law allows libraries to make single copies of copyrighted works, provided that the copies bear a notice of copyright, under the following circumstances:

> If the copy is made for a library's own use, because the library's own copy of the work is damaged or missing and a replacement cannot be obtained at a fair price.
>
> If the copy is made for a patron's use, and is limited to an article or small part of a larger work--or the whole of a larger work if a printed copy cannot be obtained at a fair price--and only if the copy is intended for use by the patron in "private study, scholarship, or research." (Chicago Manual, 4.24)

Systematic copying by libraries is specifically forbidden by the law. This means (1) making copies of books or periodicals as a substitute for purchasing them, and (2) making copies for a patron without regarding the intended use of the material.

III. FEDERALLY FUNDED DOCUMENTS

A MEMO FROM CHARLES A. BAER, OFFICE OF GENERAL COUNCIL, U.S. DEPARTMENT OF EDUCATION

IN RESPONSE TO COPYRIGHT QUESTIONS RAISED BY FRANK BRYARS (NIE) AND GRACE SUNDSTROM (ERIC)

Revised

April 1984

March 16, 1983

TO: Richard Werksman, NIE

FROM: Frank Bryars, NIE
Grace Sundstrom, ERIC Facility

SUBJECT: Questions concerning the need for ERIC reproduction release forms

While the ERIC Processing Manual (EPM) currently addresses the problems of copyright (see attachment), Clearinghouses nevertheless feel that additional guidance is needed, particularly explanations for processing specific types of Federally-funded documents. Questions about reproduction release requirements arise from time to time and the Clearinghouses wish to eliminate unnecessary paper work while still feeling secure that what they are doing is legally correct. They would appreciate additional instructions concerning when they should or need not obtain an ERIC Reproduction Release. Copies of the two ERIC Reproduction Release forms currently in use throughout the system are enclosed. Sample title pages illustrating specific questions have been attached as examples. We would be grateful if you could respond to the specific situations listed below. You might also comment on the section of the EPM attached that deals with copyright.

UNITED STATES DEPARTMENT OF EDUCATION
THE SECRETARY

SEP 8

MEMORANDUM

TO : Frank Bryars
National Institute of Education
Room 705, Reviere Building

FROM : Charles A. Baer
Office of General Counsel

SUMMARY

You have asked that I provide you with written answers to the questions discussed at our May meeting on copyright issues and the Department's use of materials written by others Present copyright law is based on the Copyright Act of 1976.

NIE/ED FUNDED REPORTS

Background information: Historically ERIC has wrestled with Labs and Centers which try to reserve the right to grant or not to grant ERIC reproduction permission (especially for paper copy reproductions). For instance, NWREL, RBS, and FWL currently send a signed reproduction release with every document. CEMREL has given ERIC a blanket release, but for microfiche only. Rand and MSU's Insititute for Research in Teaching always submit a reproduction release for their NIE and ED funded reports. (Note: It is our understanding that there is no requirement for these reports to be submitted to the Department of Education; therefore, we must get the reports directly from the Labs and Centers.)

QUESTION 1: What copyright rights do NIE and ED contractors have on ED-funded documents without a copyright symbol?

If the document was funded by a contract or a grant, other than a student stipend, you could safely assume that the Department has the right to have the material reproduced in the ERIC system. If the document was funded through a student stipend, it would be better to seek permission to reproduce the work from the author.

QUESTION 2: Can such contractors limit ERIC's reproduction to microfiche only?

An ED contractor has no right to limit the Department's use of ERIC to reproduce material developed under that contract unless the contract, by special provision, limits the Department's use of the work.

QUESTION 3: For documents funded by NIE or ED and showing a copyright statement or symbol on the document, must ERIC obtain a reproduction release from the contractor?

Example 1: Document shows that it was "funded by NIE," copyrighted by the Regents of the University of California, and published by Sage Publications.

If the material was developed under a grant or contract as mentioned above, no release is necessary. If the author objects, check to insure that there is not a special provision in the contract or grant limiting the Department's rights. If the material was produced under a training grant

or in a manner other than by grant or contract, do not use the material without the copyright holder's permission. The document should indicate who holds the copyright.

DOCUMENTS FUNDED IN WHOLE OR IN PART BY ED OR NIE

QUESTION 4: Is a reproduction release necessary from the copyright holder of a document funded "in whole or in part" by ED or NIE?

If the department had a grant or contract which partially funded the whole of a work, the above principles apply. However, if part of the work was produced independently as a grant or contract, you may not reproduce that part without permission from the author of that part.

Example: Work funded by the Office of Education, copyrighted by an individual, and published by what appears to be a commercial publisher.

STATE DEPARTMENT OF EDUCATION FUNDED REPORTS

QUESTION 5: For State Department of Education (SEA) reports funded by NIE or ED, is a reproduction release necessary when no copyright statement or symbol appears on the document?

Again, if the document was funded by a contract or a grant, other than a student stipend, you could safely assume that the Department has the right to have the material reproduced in the ERIC system. If the document was funded through a student stipend, it would be better to seek permission to reproduce the work from the author.

An ED contractor has no right to limit the Department's use of ERIC to reproduce material developed under that contract unless the contract, by special provision, limits the Department's use of the work. If the material was produced under a training grant or in a manner other than by grant or contract, do not use the material without the copyright holder's permission. The document should indicate who holds the copyright.

QUESTION 6: What about State Department of Education (SEA) reports (with or without copyright symbols) funded "in part" by NIE or ED?

If the department had a grant or contract which partially funded the whole of a work, you could safely assume that the Department has the right to have the material reproduced in the ERIC system. However, if part of the work was produced independently of a grant or contract, you may not reproduce that part without permission from the author of that part.

RESEARCH FUNDED UNDER A GOVERNMENT GRANT

QUESTION 7: Is a reproduction release required from the author on papers in which the research was funded under a government grant?

Example: Paper was presented at a meeting, "research was funded under three separate grants from OIE."

If the work was developed in the course of the grant, the Department may reproduce the work. If the research grant did not in any way anticipate production of the paper, the Department would not have an interest and should not reproduce the material without the copyright holder's permission. A finding that a grant did not anticipate production of the work should only be made where it can be defended against a strong attack. If the work was produced after the grant terminated and merely used the research as a source, and the work carries the copyright symbol, it would be prudent to secure the author's permission before reproducing the material.

GPO PRINTED REPORTS

QUESTION 8: What about GPO-printed reports containing copyright material or GPO-printed material that is copyrighted?

The fact that a work was printed by the Government Printing Office does not affect the copyright status of the work.

QUESTION 9: All of the above questions also apply to documents obtained by ERIC which are funded by other government agencies. Should ERIC handle documents issued by Labor, HHS, Justice, NSF, etc., and their respective contractor reports in the same way that NIE or ED reports are handled?

The Department's contract provisions on copyright are similar to those of other agencies. There is no government-wide rule for works produced under a grant. If one or more other agencies is a major source for ERIC, please let us know and we will contact that agency to discover its policy. Otherwise, it would probably be safe to treat the material as if it were produced under an ED grant or contract.

FOREIGN DOCUMENTS

QUESTION 10: The EPM states: "Copyright under the Universal Copyright Convention is indicated by the c symbol. However, since there are numerous other bilateral and multilateral agreements between countries affecting the copyright picture, it is advisable to handle foreign documents the same as domestic documents as far as permissions and releases are concerned. In other words, the presence or absence of the c symbol should not affect the decision to seek a release." Is this statement correct?

Example: Documents from countries such as China, which are not a signatory of the international agreement on copyrights.

If a foreign nation is a signatory of the Universal Copyright Convention, works of that nation which do not carry a copyright symbol, c, are not protected in this country. The copyright status of works from Taiwan are governed by the Universal Copyright Convention. At present it is the position of the State Department that we do not have copyright relations with China. You should feel free to reproduce materials produced by that government.

The position of works produced by individuals in China is somewhat different. While we do not have copyright relations, the U.S. Copyright Office believes it to be prudent to notify authors before reproducing materials. I was advised by the Copyright Office that the proper course would be to write to the Chinese Publishers Association, in care of the United States Information Agency at the U.S. Embassy in Beijing; inform the author, through the Association, of the Department's intent to reproduce the material, and ask if there was any objection to reproducing the material. Unless the material to be reproduced was extensive, it would not be necessary to wait for a reply to this query before reproducing the material.

IN SUMMARY

Present copyright law is based on the Copyright Act of 1976. The Copyright Act provides that copyright vests in the author of a work automatically upon creation of the work.[1] The omission of a notice of copyright from a work does not necessarily invalidate a copyright, although the omission of a notice does provide a defense against a damage action for innocent infringers.[2] The fact that a work is prepared pursuant to a grant from or contract with the United States does not effect the work's copyright unless agency regulation or a provision of the grant agreement or contract specifically restricts the copyright privilege.[3]

The Department does restrict the copyright privileges of contractors and grant recipients. The Department's regulations provide that when a work is developed under a grant, the grantee is free to copyright the material or to permit others to do so, unless the grant provide otherwise.[4] The Department, however, retains a royalty-free, non-exclusive, and irrevocable right to publish and use the work and to authorize others to do so. The use of the work by the Department, or with its permission, must be for a federal government purpose.[5] This right does not extend to works produced under training grants, unless the grant provides otherwise.[6]

The Department's regulations provide that a Department contractor may not copyright any materials developed under a contract unless specifically permitted to do so by the contract.[7] The Department's standard contract language does not give the contractor a right to exercise copyright without explicit approval from the contracting officer. The standard clause does explicitly give the Government a royalty-free license to duplicate and disclose writings and other data produced under the contract, and to permit others to to the same.[8]

1/ 17 U.S.C. §201, H. Rep. No. 1476, 94th Cong., (1976) 2nd Sess., 147. The Department's regulations speak in terms of restricting the right to copyright. It would be more accurate to speak of restricting the right to enforce a copyright. To be consistent with the regulations, the memo will speak in terms of the "right to copyright".

2/ 17 U.S.C. §405(a).

3/ 17 U.S.C. §§ 101, 105, H. Rep. No. 1476, 94th Cong. 2nd Sess., 59.

4/ 34 CFR § 74.145(a).

5/ 34 CFR § 74.145(c).

6/ 34 CFR § 74.145(d).

7/ 34 CFR § 75.621.

8/ Clause No. 15, Contract HEW-315A (Rev. 7/76). See also Article XIV, Contract No. 500-83-0016, which has similar language, but restricts the license to reproduce to the government.

REFERENCES

The Chicago Manual of Style, 13th ed. rev., Chicago: University of Chicago Press, 1982.

ERIC Processing Manual, rev. ed., Washington, D.C.: U.S. Department of Education, National Institute of Education, August, 1983.

PRODUCTIVE ACQUISITIONS SOURCES, BY CLEARINGHOUSE SCOPE

CLEARINGHOUSE: ADULT, CAREER, AND VOCATIONAL EDUCATION (CE)

Source	Contact Person
Aztlan Community Services Inc. 718 W. Maitland St. Ontario, CA 91761	Dr. Alan Hunsaker
Eastern Michigan Univ. Dept. of Business & Industrial Ed. Ypsilanti, MI 48197	Dr. Thomas McDole
University of West Florida Psychology Dept. Pensacola, FL 32514	Chris Piotrowski
St. Cloud State Univ. College of Industry & Industrial Studies St. Cloud, MI 56301	Anthony E. Schwaller
*Northwest Regional Lab. 300 SW Sixth Ave. Portland, Oregon	Larry McClure
Public/Private Ventures 1701 Arch St. Philadelphia, PA 19103	Mary L. Pritchard, Program Officer
Southern & Southeastern Ohio Adult Basic Ed. P.O. Box 600 Piketon, OH 45661	Max W. Way, Director
U.S.D. #373 725 Main Street Redwood City, CA 94063	Marlin L. Frey, Director of Adult Education
*WEEA Pub. Center Education Development Center 55 Chapel Street Newton, MA 02160	Millie LeBlanc

*Practice File documents acquired from this source fell into the scope of more than one clearinghouse.

Source	Contact Person
Dept. of Agriculture Office of the Secretary Washington, DC 20250	Sally Katt, Sp. Programs Ed. Coordinator
Brevard Community College Adult & Community Ed. 1519 Clearlake Road Cocoa, FL 32922	Elizabeth Singer, Project Director
Hubert H. Humphrey Occupational Resource Center 75 New Dudley St. Boston, MA 02119	Juanita L. Hardrick, Administrative Asst.
*Oklahoma State Dept. 2500 North Lincoln Oklahoma City, OK 73105	Janelle Lee
Research Coordinating Unit Texas Education Agency 201 E. Eleventh St. Austin, TX 78701	R.D. Bristow, Director
State Board of Vocational and Technical Education 401 Illinois Building 17 W. Market St. Indianapolis, IN 46204	C. Edward Brown, State Coordinator
*San Mateo County Office of Education 333 Main Street Redwood City, CA 94063	Joe Cooney
New Jersey Occupational/ Consumer Resource Center Bldg. 871, Plainfield Ave. Edison, NJ 08817	Priscilla R. Walsh, Program Manager
University of Arizona 207 Home Economics Bldg. Tucson, AZ 85721	Dr. Elizabeth Kendall
Northwest Regional Lab. Portland, OR 97204	Maggie Rogers

*Practice File documents acquired from this source fell into the scope of more than one clearinghouse.

Source	Contact Person
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*Capitol Publications, Inc. 1300 North 17th St. Arlington, VA 22209	William H. Sims, Permissions Editor
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*Women's Educational Equity Act Program Florida State University Tallahassee, FL	Libby Wendt

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Source	Contact Person
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Toys 'n Things Press 906 N. Dale St. Paul, MN 55103	Jean M. Nicol, Coordinator
No. Dakota State Dept. of Health Capitol Building Judicial Wing Bismark, ND 58505	Pat Campbell, Director, Div. of Health Ed.
Educational Data Center Production Section 1204 Rutledge Bldg. Columbia, SC 29201	
Columbus College School of Education Columbus, GA 31993	P. K. Adams & M. K. Taylor
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Montgomery County Public Schools 850 Hunderford Drive Rockville, MD 20859	Sue Kallmyer, Pub. Services
*Vermont Educational Resource Center State Dept. of Ed. Montpelier, VT	David Joslyn

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New Jersey Dept. of Education 225 West State St. CN 500 Trenton, NJ 08625	Lynn Price, Public Info. Officer
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South UTE Children's Center P.O. Box 523 Ignacio, CO 81137	Sheila Rogers
Wichita Public Schools (USD 259) McCollom School 1201 Waddington Wichita, KS 67212	Phyllis A. Brady, Assistant Principal

CLEARINGHOUSE: RURAL EDUCATION AND SMALL SCHOOLS (RC)

Source	Contact Person
Non-Formal Education Information Center Michigan State University 237 Erickson Hall East Lansing, MI 48824	Mary Joy Pigozzi, Director
*Zion's 1st Nat'l. Bank #1 Main Street Salt Lake City, UT 84111	Doris Taggart, Vice President
Cultural Awareness Bilingual Ed. Center Univ. of New Mexico Albuquerque, NM 87131	F. M. Carrillo & Ida S. Carillo, Prog. Specialists
Kansas State University 359 Bluemont Hall Manhattan, KS 66506	James J. Albracht
*Art's Books 80 Piedmont Ct. Larkspur, CA 94939	Barbara Linse
Oakland Schools 2100 Pontiac Lake Rd. Pontiac, MI 48054	Donald E. Maxwell Co-Editor, Mich. Outdoor Ed. Newsletter
Federation of Ontario Hiking Trail Association 8 Borden St. Guelph, Ontario NIG 122	Ross E. McLean
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Ft. Scott School System 5th & Main Fort Scott, KS 66701	Laura M. Meeks, Admin. Asst.
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Source	Contact Person
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Western Montana College Dillon, Montana	Alan G. Zetler, Dean of Education
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CLEARINGHOUSE: SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)

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U.S. Fish & Wildlife National Coastal Ecosystems Team 1010 Gause Blvd. Slidell, LA 70458	Dr. Robert E. Stewart, Jr., Team Leader
National Council of Teachers of Mathematics Math Notes Bulletin	Charles R. Hucka
Population Reference Bureau, Inc. 2213 M. St., NW Washington, DC 20037	
Denver Public Schools 900 Grant Denver, CO 80203	Jack Pottle, Instructional Services Exec. Director
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Moral Education Forum 221 E. 72 St New York, NY 10021	Lisa Kuhmerker, Publisher/Editor
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Board of Governors of the Fed. Reserve System 20th & Constitution Aves. Washington, DC 20551	Emma J. Warmack

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National Association for Industry-Education Cooperation 235 Hendricks Blvd. Buffalo, NY 14226	Dr. Donald M. Clark, President
*New York City Teacher Centers Consortium 260 Park Ave. South New York, NY 10010	Myrna Cooper, Director
*Art's Books 80 Piedmont Ct. Larkspur, CA 94939	Barbara Linse
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*Lincoln Unified School District 2010 W. Swain Road Stockton, CA 95207	Fern Prosser
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CLEARINGHOUSE: TESTS, MEASUREMENT, AND EVALUATION (TM)

Source	Contact Person
*Capitol Publications, Inc. 1300 North 17th St. Arlington, VA 22209 "Report on Ed. Research"	William H. Sims Permissions Editor
*Northwest Regional Lab. 300 SW Sixth Avenue Portland, OR 97204	Maggie Rogers
*San Diego County Office of Education 6401 Linda Vista Road San Diego, CA 92111	Dr. Carole J. Teall,
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National Committee for Citizens in Education, Inc. 410 Wilde Lake Village Green Columbia, MD 21044	J. William Rioux, Senior Associate

*Practice File documents acquired from this source fell into the scope of more than one clearinghouse.

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ERIC CLEARINGHOUSE FOR SOCIAL STUDIES / SOCIAL SCIENCE EDUCATION

855 BROADWAY, BOULDER, COLORADO 80302
(303) 492-8434

MEMORANDUM

TO: National Education Practice File Users

FROM: National Education Practice File Staff

SUBJECT: Evaluation

DATE: April 1984

ERIC/ChESS has enclosed your free computer search of the National Education Practice File (NEPF). As part of our effort to evaluate the NEPF, we may call you soon to determine your satisfaction with the search. If you are one of the randomly selected participants in the NEPF evaluation, we will ask for specific information such as titles of documents that were most useful to you. Thus, we ask you to examine your search carefully.

Remember that you can read ERIC documents in entirety on microfiche at an ERIC collection in your area. Copies of documents can be ordered from the ERIC Document Reproduction Service (EDRS) in Arlington, Virginia. For your convenience, we have enclosed a list of local ERIC collections and an EDRS order form.

Thank you for contacting us. Please do not hesitate to let us know if we can provide additional ERIC assistance

/caec

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A Special ERIC Offer!

Free Computer Searches For Practitioners

FOR WHOM? Educational Practitioners: Teachers, Administrators, Counselors, and Media Support Staff

WHAT? Free ERIC computer searches of practitioner-oriented materials which are short, timely, and ready for immediate application in the classroom or school site. This offer is a result of the National Education Practice File (NEPF), a two-year project funded by the National Institute of Education (NIE) and awarded to the San Mateo Educational Resources Center. The project staff searched the ERIC files for practitioner oriented documents in ERIC, selected approximately 14,470, and tagged them for practitioners. The staff also acquired and processed 1200 new documents that have been added to the file.

Materials you can expect to find in the Practice File include administrator guides, bibliographies, curriculum guides, handbooks, games, learning activity packages, simulations, and resource materials.

WHEN? Immediately through April 30, 1984

HOW? Complete the attached request form by providing your NAME, ADDRESS, BEST CONTACT PHONE NUMBER, and a DETAILED DESCRIPTION of the topic to be searched. This description should include grade level(s), types of materials desired (e.g., curriculum guides, learning activities, games) and definitions that have special meaning to you. In the case of written requests, underline key words.

Mail or bring these forms to: ERIC/ChESS, 855 Broadway, Boulder, CO. 80302. Or phone one of our computer searchers, Leslie Hendrickson, Lynn Parisi, or Sheryl Robinson, at 492-8434.

ERIC Clearinghouse for
Social Studies/Social Sciences
855 Broadway
Boulder, CO. 80302
303-492-8434

REQUEST FOR COMPUTER SEARCH SERVICES OF THE NATIONAL EDUCATION PRACTICE FILE

A free computer search of the ERIC National Education Practice File may be ordered by (a) coming to our office at 855 Broadway in Boulder, (b) telephoning one of the staff members listed below at 492-8434, or (c) mailing this request form.

You will need to provide: NAME, ADDRESS, BEST CONTACT PHONE NUMBER, and a DETAILED DESCRIPTION of the topic to be searched. This description should include grade level(s), type of materials desired (e.g., curriculum guides, learning activities, study units, bibliographies, games) and definitions of any terms that have special meaning to you. In the case of written requests, underline key words.

Sample Problem Statement:

I would like a computer search of math games, puzzles, or learning activities for grades 4-6 (particularly grade 5) in order to help my students improve their computation skills.

I would like a computer search of the National Education Practice File on:

Name_____

Position_____ School_____

Address to which search printout to be sent_____

_____

_____

Best contact phone number_____ Date_____

For additional information or telephone orders, phone Leslie Hendrikson, Regina McCormick, Lynn Parisi, or Sheryl Robinson, ERIC/ChESS, 492-8434.

Mail this form to: NEPF SEARCH
ERIC/ChESS
855 Broadway
Boulder, CO 80302

Three sample searches were conducted of the ERIC Practice File database on the following topics: (1) math games suitable for fifth graders, (2) evaluations of educational software, and (3) discipline guides for use by secondary school administrators.

The citations below, taken from these three sample searches, are examples of the information you will receive as the result of your computer search. Information includes the ERIC identification number, bibliographic information, availability, and a brief abstract.

(1) Math Games

ED231650 SE0[illegible]
Pebble Pu[illegible]me Book of Simple Puzzles and Problems.
Gibbs, W
Solomon [illegible]rs Coll., Honiara. Curriculum Development Centre.
May 1982 102p. Marginal legibility on some pages. For related document, see SE 042 180.
Available from: Mr. William M. Gibbs, Solomon Islands Teacher College, P.O. Box 1, Honiara, Solomon Islands.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: Solomon Islands
Journal Announcement: RIENOV83
This booklet is a collection of puzzles, games, and investigations. All that children need are some stones or shells, on some of which they must write numerals. For playing with the whole class, the game or puzzles may be marked out on the floor or in sand; in that case, larger objects such as small rocks and empty tins may be used. Children are encouraged to use an experimental, trial-and-error approach at first, but the goal is to develop solution strategies. (MNS)
Descriptors: *Educational Games; Elementary Education; *Elementary School Mathematics; Investigations; *Learning Activities; Manipulative Materials; Mathematical Enrichment; *Mathematics Instruction; Number Concepts; *Problem Solving; *Puzzles

(2) Computer Software

ED232622 IR020010
Nouns/Pronouns. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
Jan 1983 2p.; In its: MicroSIFT Courseware Evaluations (1-87), 1982. See ED 226 765.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEDEC83
THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: 3.3. PRODUCER: Hartley Courseware, Inc., Box 431, Dimondale, Michigan 48821. EVALUATION COMPLETED: January 1983 at the North Clackamas School District, Milwaukie, Oregon, and at Northwest Regional Educational Laboratory, Portland, Oregon. COST: $32.95. ABILITY LEVEL: Grades 3 through 6. SUBJECT: Language. TOPIC: Parts of Speech. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: Apple II, 48K, 1 disk drive, monitor, printer (optional). REQUIRED SOFTWARE: Applesoft, DOS 3.3 or 3.2. INSTRUCTIONAL PURPOSE: Standard instruction, assessment. INSTRUCTIONAL TECHNIQUES: Instructional management, authoring, drill and practice, tutorial. DOCUMENTATION AVAILABLE: In program--student's instructions. In supplementary materials---suggested grade/ability level(s), instructional objectives, program operating instructions, and teacher's information. INSTRUCTIONAL OBJECTIVES: (STATED) To provide drill and practice on recognition of common and proper nouns, possessives; nouns and pronouns; noun plurals; and identification of pronouns and antecedents. The objectives are more precisely stated in the manual. INSTRUCTIONAL PREREQUISITES: (INFERRED) The student should have some prior instruction to the objectives. A student planning option is available to assess the student's progress. CONTENT AND STRUCTURE: The package covers identification of nouns, plural nouns, possessives, identification and use of pronouns and pronoun antecedents. The student is presented with a stimulus and inputs a choice of a, b, or c, or a word. The package includes a record keeping option with printing capability. Also included is a create-a-lesson format. POTENTIAL USES:

(continued on next page)

This package is most appropriately used with individual students for remedial, standard instruction or enrichment. MAJOR STRENGTHS: the presentation of the material is very logical. The program allows for alternate ways of answering the questions and gives immediate feedback. The capability for the teacher to author appropriate materials for students is a real plus By following directions in the program and reading the documentation carefully, the process is very easy. Modifications to any existing lesson can also be made. The record keeping for students is a strong point in that it tells not only how many were missed, but exactly what was missed. MAJOR WEAKNESSES: The rewards are not particularly exciting, and would seem not to be a motivator in themselves. In places, the screen is somewhat crowded due to the larger lettering. EVALUATION SUMMARY: The evaluators indicated they would use or recommend use of this package with little or no change. (Author)

Descriptors: *Computer Assisted Instruction; Computer Managed Instruction; *Computer Programs; Drills (Practice); Elementary Education; Grammar; Microcomputers; *Nouns; *Pronouns

Identifiers: Apple II; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

(3) Secondary School Disciplines

ED209774 EA014238

Effective Strategies for School Security.

Blauvelt, Peter D.

National Association of Secondary School Principals, Reston, Va.

1981 82p.

Report No.: ISBN-0-88210-129-3

Available from: NASSP, 1904 Association Drive, Reston, VA 22091 ($5.00; orders totaling $15.00 or less must be accompanied by payment).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: BOOK (010); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEAPR82

This handbook offers administrators specific advice on developing the skills, knowledge, and techniques needed for coping with problems of school crime and violence. The guide begins by advising administrators that having security information available at all times helps determine the climate of the school. Instructions are given for preparing written security reports. In addition, a standard category of offense code and an incident reporting form are provided. The remainder of the handbook deals with the following specific types of violence or vandalism: arson, assault, bomb incidents, burglary, drugs/narcotics/alcohol, extortion, larceny/theft, robbery, sex offenses, trespassing, vandalism, and weapons. The offense is defined, subcategories listed, and prevention strategies, response procedures, and investigative techniques provided in the form of a checklist of instructions. The concluding chapter deals with hostage/terrorist/childnapping and search and seizure. Reference materials end a bibliography are included. (MLF)

Descriptors: *Administrator Guides; Administrator Responsibility; Change Strategies; Discipline Problems; Drug Use; Elementary Secondary Education; *Emergency Programs; Fire Protection; Improvement; *Prevention; Records (Forms); *School Safety; *School Security; *School Vandalism; Stealing; Violence

Identifiers: Incident Reporting

ED217521 EA014646

Handbook for Alternatives to Corporal Punishment. Special Student Concerns.

Saint Louis Public Schools, MO. Office of Special Student Concerns.

[Feb 1982 144p.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Missouri

Journal Announcement: RIENOV82

This compilation of disciplinary strategies was put together to help Saint Louis (Missouri) Public Schools teachers and administrators explore ways to deal with inappropriate, unacceptable, or disruptive student behavior without using corporal punishment. The district had earlier officially discontinued the use of corporal punishment. The manual's first three sections discuss the issue of corporal punishment, methods of effective classroom management, and the classroom environment's effect on student behavior. Each of the next nine sections describes and discusses a disciplinary strategy and suggests how to implement it. The strategies covered include assertive discipline, detention, use of reinforcement and punishment, behavior contracts, use of support services personnel, parent involvement, the social discipline model, group process techniques, and working with individual students. Section 13 presents a small booklet of pointers on classroom discipline. Suggested readings are provided in section 14, as well as at the end of several of the topical sections. The manual's concluding pages briefly describe the district's Office of Special Student Concerns and tell district personnel how to request its assistance. (RW)

Descriptors: Behavior Change; Classroom Techniques; Corporal Punishment; *Discipline; *Discipline Policy; Elementary Secondary Education; *Methods; *Punishment; Student Behavior; Student Teacher Relationship

Identifiers: *Alternatives to Corporal Punishment

ERIC KEEPING UP

NEWS BULLETIN OF THE CLEARINGHOUSE FOR SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION Winter 1984

NEPF Exclusively For Practitioners

In the last issue of *Keeping Up* (Fall 1983), we announced a call for documents for the National Education Practice File (NEPF). In this issue of *Keeping Up* we invite you to make use of the documents that the NEPF has been collecting and entering into the ERIC system.

NEPF is not as recent as last fall, however. The project is, in fact, in its second year of operation. This article is to fill you in on some of the activities of the last two years that have led up to the free computer searches we are now offering you.

The National Education Practice File is a two-year research and development project funded by the National Institute of Education (NIE). NIE awarded a contract to the San Mateo Educational Resources Center to identify and enter into the ERIC system practitioner-oriented materials that are short, timely, and ready for immediate application in the classroom or at the school site. The search focused on materials that are teacher-made, locally developed, or developed by sources not previously tapped by ERIC.

The development of the NEPF can best be understood by a breakdown of its four phases.

Phase I: The first phase involved the gathering of the Working Group in March of 1983 to determine the documents most valuable for immediate use in the classroom and to determine acquisition and selection criteria for the Practice File Project. The working group consisted of teachers, school librarians, principals, representatives from federal education agencies and from national organizations serving schools, information specialists, and the project coordinator and director. Priority document types identified by this group fall into four categories:

- Materials which support curriculum development and classroom instruction
- Materials which provide practical advice
- Materials which summarize and synthesize information
- Materials which provide background and/or support professional development

Phase II: During the period of May through July of 1983, the project staff searched the ERIC files for practitioner-oriented documents already in ERIC, selected approximately 14,470, and tagged them for practitioners. In this manner, the Practice File began with a data base of approximately 14,470 documents from the present RIE files.

Phase III: Phase III consisted of actively acquiring and processing *new* documents. We are currently in the second year of the project and it is anticipated that 1200 new documents will have been added to the file during the period of July, 1983—February, 1984. These documents will be added to RIE in the same manner as documents are currently added to RIE, with the exception that Practice File documents will be tagged PRACTITIONER.

Phase IV: The file is being field tested between October 1983 and May of 1984 at five selected test sites. Data will be collected at the five test sites through June of 1984 for later evaluation.

ERIC has always been for practitioners. But this particular project has given us the opportunity to single out educators as valued users of our system. Contact us for your free search today. □

Ran Members: We Need You!

ERIC/ChESS is looking for more educators to expand our Regional Associate Network (RAN). RAN members assist local ERIC users by providing information about the ERIC system in general and ERIC/ChESS specifically. These associates answer user questions, refer users to people who have information they need, and conduct workshops on using the ERIC system.

If you are interested and could volunteer time to assist us, contact Sheryl Robinson, ERIC/ChESS Coordinator of User Services, for more information. To be included in the RAN directory, which will be published in the next issue of *Keeping Up*, please respond by April 6, 1984. □

A Special ERIC Offer!

Free Computer Searches For Practitioners

FOR WHOM? Educational Practitioners; Teachers, Administrators, Counselors, and Media Support Staff.

WHAT? Free ERIC computer searches of practitioner-oriented materials which are short, timely, and ready for immediate application in the classroom or school site.

WHEN? Immediately through May 15, 1984

WHY? ERIC/ChESS offers these free searches in its capacity as a test site for the National Education Practice File (NEPF). We will conduct an evaluation of the NEPF through a random sampling of participants in the free searches. If you are selected as part of the evaluation, we ask your cooperation in a 15-minute interview discussing your satisfaction with the search.

HOW? For further information or for your free search, contact Leslie Hendrickson, Lynn Parisi, or Sheryl Robinson by writing or calling: ERIC/ChESS, 855 Broadway, Boulder, CO 80302 (303/492-8434)

Be sure to provide us with:
1. Your topic: give us detailed information, e.g. subject, grade level;
2. Name;
3. Address;
4. Telephone number where you can be reached during working hours. □

EXCERPT

ERIC FOCUSES ON THE PRACTITIONER

Long-time users of ERIC may remember that the system originated in 1966 with the name "Educational *Research* Information Center," reflecting a strongly-felt need for quicker and better exchange of information among educational researchers. Within a short time, the potential of ERIC to serve a very broad range of educational needs led to renaming the system—fortunately without a change in the familiar acronym!—to "Educational *Resources* Information Center."

Throughout its 18 years, ERIC has had a remarkable record of continuous improvement in meeting educational needs. A pioneer in computer-based information systems, it has continuously improved the quality of both computer and print access to educational information, providing more durable fiche, an authoritative thesaurus of educational terminology, and increasingly simplified search capabilities.

Parallel to improvement of the technical side of the system, ERIC has increasingly molded itself to meet the needs of a rapidly-increasing cadre of ERIC users. Sixteen decentralized clearinghouses and hundreds of ERIC access points throughout the country have supplied analyses on the information needs of users and the ways in which those needs can better be accommodated.

The latest thrust in ERIC's effort to accommodate users and potential users of the system is the current experimental development of a "National Education Practice File," described in this issue of *Keeping Up*. This new file has the purpose of identifying and providing easy access to documents that can be of particular use to "practitioners"—focusing primarily on the day-to-day needs of teachers and school administrators. The immediate purpose of this experiment is to identify new documents that meet this specified need and that would not otherwise have found their way into the system.

It isn't that ERIC has not attended to the needs of practitioners before; but the new effort is to provide still greater emphasis on the needs of this particular group of users. Readers are encouraged to participate in the experiment by using the free computer searches described herein, and by telling us how the experiment is working for them and how this effort can be improved. IM □

Goodby Laurel!

Laurel Singleton, longtime editor of *Keeping Up* as well as other ERIC publications, has moved on (albeit just across the hall from us) to other concerns. Although we still see her often, we'll miss the special touch she gave to our publications. Thanks, Laurel. □

Turner Accepts New Position

Dr. Mary Jane Turner has left the Social Science Education Consortium to take a position as Associate Director of Law in a Free Society in Calabasas, California. Throughout her years with SSEC, Mary Jane became a nationally known figure in law-related education. We know that all of you who have had the pleasure of working with her will join us in wishing her well in this new and important position. □

Keeping Up is published by the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS). The clearinghouse is sponsored by the Social Science Education Consortium, Inc. (SSEC), under contract with the National Institute of Education, U.S. Department of Education. Opinions expressed in this publication do not necessarily reflect the positions or policies of NIE, and no official endorsement by NIE should be inferred. Address announcements and editorial correspondence to:

Kay Kaiser-Cook, Editor
Keeping Up
ERIC/ChESS
855 Broadway
Boulder, Colorado 80302

Test Collection Data Base

Finding tests with selected characteristics is now very easy. Complete descriptions of over 5,000 tests are available to test users at most college and school libraries. Any library with a computer terminal can search these test descriptions through BRS, a commercial vendor of databases, and help test users find information about the tests they need.

The Test Collection at Educational Testing Service prepared the descriptions found in the BRS database. The tests described include measures of achievement, aptitude, intelligence, interests, personality, sensory-motor skills, special populations, vocational-occupational areas, and more. The descriptions include the test title, subtests, author, year of publication, indexing terms, availability, grade levels, age levels, number of items, time required, and an abstract describing these and other pieces of information in more detail.

Descriptions of new tests will be added to the database quarterly.

For information on how to access the Test Collection database through BRS, contact Michael Kremin, BRS, 1200 Route 7, Latham, NY 12110, (518) 783-1161 or Marilyn Halpern, Test Collection, Educational Testing Service, Princeton, NJ 08541, (609) 734-5737. □

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Teacher's Corner

Probably the most innovative element of the ERIC National Education Practice File (see page 1) is the online entry and publication of very brief (approximately 500 words) documents in their full text. In other words, you, the user, need to go no further than the computer printout from your search or the *Resources in Education* issue to find the document in its entirety. No need to search through microfiche or wait for ordered copies to arrive.

Although the practice file project calls for only a small percentage of the newly acquired documents to be entered full text, these entries should prove valuable to the practitioner. For example, most full text entries consist of evaluations of computer programs at all grade levels and subject areas.

The documents listed below represent both full text documents and regularly entered documents relevant to the social studies that have recently been added to the ERIC system by the National Education Practice File project.

ED 232 633 *Create Spell-It. MicroSIFT Courseware Evaluation*, Northwest Regional Educational Lab., Portland, Oregon (1983). An evaluation of a microcomputer program which allows teachers to author their own word lists for student vocabulary; students receive both visual and auditory clues when using the program. (Full Text).

ED 232 632 *Library Skills: What's There and How to Find It. MicroSIFT Courseware Evaluation*, Northwest Regional Educational Lab., Portland, Oregon (1981). Evaluation of a computer program introducing students to library locational skills, the Dewey Decimal System, card catalog, and reference books. (Full Text)

ED 232 631 *Comprehension Power Program. MicroSIFT Courseware Evaluation*, Northwest Regional Educational Lab., Portland, Oregon (1982). Evaluation of a microcomputer program to aid students in intermediate and secondary grades develop the ability to follow directions, preview effectively, and read more rapidly with comprehension. (Full Text)

SO 014 859 *American History. Computer Programs*, by James G. Lengel. (1983). Describes seven interactive computer programs on United States history at the high school level. Available in the April 1984 issue of *Resources in Education* (RIE). (Full Text)

ED 231 741 *Analytical Criteria for Microcomputer Based Simulation/Games*, by Roger Berg (1983). Reviews research and presents four categories of questions to use when evaluating software.

ED 232 903 *South America Map Study*, by Stephen L. Canipe (1983). An authoring aid for creating a microcomputer program to teach the geography of South America. □

Search Number: 40046

1. How useful was the search, overall?

   ___Very useful ___Somewhat useful ___Not useful

2. Do you understand the nature of the National Education Practice File?

   ___Very clearly ___A little ___Not at all

3. How clear was the explanatory information on the Practice File?

   ___Very clear ___Moderately clear ___Unclear

4. Would you use the Practice File again?

   ___Yes ___No

5. Would you be available for a followup phone call about the File's usefulness?

   ___Yes ___No

   Best time of day to call (your time)_____. Best phone no._____

6. Other comments:

Tear Off Here

National Education Practice File

Initial Search Evaluation

Please return!

Your comments are very helpful.

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Postage will be paid by Addressee

ERIC/ChESS
855 Broadway
Boulder, Colorado 80302

NEPF

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ERIC CLEARINGHOUSE FOR SOCIAL STUDIES / SOCIAL SCIENCE EDUCATION

855 BROADWAY, BOULDER, COLORADO 80302
(303) 492-8434

MEMORANDUM

TO: Boulder Valley School District Educators

FROM: The ERIC Clearinghouse for Social Studies/Social Science Education

RE: Free Computer Search of the National Education Practice File

DATE: January 31, 1984

The Educational Resources Information Center (ERIC) Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) in Boulder is one of 16 clearinghouses in the ERIC system. ERIC is a national information system which provides access to all kinds of educational literature and materials through a computer storage and retrieval system (see enclosed brochure).

During the past year the ERIC system has established a National Education Practice File. This file includes practice oriented materials (e.g., teaching modules, classroom activities, games, administrative guidelines) selected for use by school-based educators: teachers, principals, counselors, etc. All are suitable for immediate application in the classroom or school site. Currently, the file contains about 16,000 documents in all areas of education.

To acquaint educational practitioners in Boulder Valley Schools with this timely collection of practical materials, we are offering free computer searches to BVSD educators between February 15 and April 30, 1984.

All BVSD administrators, faculty, and staff may obtain a free customized computer search of materials in the ERIC practice file by submitting the enclosed search request form, calling our staff, or coming to our offices. You will receive a computer printout containing bibliographic information and abstracts of all materials available on your search subject (see enclosed printouts from sample searches). These materials will be locally available to you on microfiche at our ERIC resource center, Norlin Library on the University of Colorado campus, or at several locations in the Denver metro area. A complete list of local ERIC microfiche collections as well as paper copy ordering information will be included with your printout.

Is there a catch? Not really. All recipients will be asked to return a short postage paid evaluation reply card. In addition, some may be asked to respond to a brief telephone interview on the usefulness of the search.

We hope you will take advantage of this opportunity.

/caec

REQUEST FOR COMPUTER SEARCH SERVICES OF THE NATIONAL EDUCATION PRACTICE FILE

A free computer search of the ERIC National Education Practice File may be ordered by (a) coming to our office at 855 Broadway in Boulder, (b) telephoning one of the staff members listed below at 492-8434, or (c) mailing this request form.

You will need to provide: NAME, ADDRESS, BEST CONTACT PHONE NUMBER, and a DETAILED DESCRIPTION of the topic to be searched. This description should include grade level(s), type of materials desired (e.g., curriculum guides, learning activities, study units, bibliographies, games) and definitions of any terms that have special meaning to you. In the case of written requests, underline key words.

Sample Problem Statement:

I would like a computer search of math games, puzzles, or learning activities for grades 4-6 (particularly grade 5) in order to help my students improve their computation skills.

I would like a computer search of the National Education Practice File on:

Name_____

Position_____ School_____

Address to which search printout to be sent_____

_____

_____

Best contact phone number_____ Date_____

For additional information or telephone orders, phone Leslie Hendrikson, Regina McCormick, Lynn Parisi, or Sheryl Robinson, ERIC/ChESS, 492-8434.

Mail this form to: NEPF SEARCH
ERIC/ChESS
855 Broadway
Boulder, CO 80302

Three sample searches were conducted of the ERIC Practice File database on the following topics: (1) math games suitable for fifth graders, (2) evaluations of educational software, and (3) discipline guides for use by secondary school administrators.

The citations below, taken from these three sample searches, are examples of the information you will receive as the result of your computer search. Information includes the ERIC identification number, bibliographic information, availability, and a brief abstract.

(1) Math Games

ED231650 SE042181
Pebble Puzzles. A Source Book of Simple Puzzles and Problems.
Gibbs, William M.
Solomon Islands Teachers Coll., Honiara. Curriculum Development Centre.
May 1982 102p.; Marginal legibility on some pages. For related document, see SE 042 180.
Available from: Mr. William M. Gibbs, Solomon Islands Teacher College, P.O. Box 1, Honiara, Solomon Islands.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: Solomon Islands
Journal Announcement: RIENOV83
This booklet is a collection of puzzles, games, and investigations. All that children need are some stones or shells, on some of which they must write numerals. For playing with the whole class, the game or puzzles may be marked out on the floor or in sand; in that case, larger objects such as small rocks and empty tins may be used. Children are encouraged to use an experimental, trial-and-error approach at first, but the goal is to develop solution strategies. (MNS)
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BEST COPY AVAILABLE

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Identifiers: Apple II; Coursevare Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

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Geographic Source: U.S.; Virginia

Journal Announcement: RIEAPR82

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Descriptors: *Administrator Guides; Administrator Responsibility; Change Strategies; Discipline Problems; Drug Use; Elementary Secondary Education; *Emergency Programs; Fire Protection; Improvement; *Prevention; Records (Forms); *School Safety; *School Security; *School Vandalism; Stealing; Violence

Identifiers: Incident Reporting

ED217521 EA014646

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Saint Louis Public Schools, MO. Office of Special Student Concerns.

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Descriptors: Behavior Change; Classroom Techniques; Corporal Punishment; *Discipline; *Discipline Policy; Elementary Secondary Education; *Methods; *Punishment; Student Behavior; Student Teacher Relationship

Identifiers: *Alternatives to Corporal Punishment

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If you are a teacher,
student,
professor,
administrator,
parent,
concerned citizen,
or just a curious person —

ERIC/ChESS can help you.

EXCERPT



Funded by The National Institute of Education

CLIENT TELEPHONE INTERVIEW

1. Search number _____

2. Interview date _____

3. Date search package received _____

4. How did you use the information from your search? Explain.

5. (a) Who was affected by your obtaining this information?

(b) How many people were affected? (1st generation effect)

(c) How were they affected?

6. Did your obtaining this information have an impact on what you were trying to accomplish? Explain.

7. (a) Did other people use the search or information from the search?

(b) Who were they?

(c) How many other people used it?

(d) What did they use it for?

8. (a) What were the three most useful documents? (list by ED number)

(b) What were the three least useful documents (list by ED number)

(c) Were any of the documents journal compilations/full text?
(Journal compilation = two or more journal articles in an abstract.)
(Full text = entire document)

(c) Why was each useful/not useful?

9. What other kinds of materials would be useful to you? Please be specific.

10. (a) Did you follow up and obtain the documents cited in the search?

(b) Where did you get them?

(c) If EDRS was used, how quickly did the documents come? Was this fast enough?

11. Would you recommend this search service to others in your job category? Why?

12. Are there any other reactions or thoughts you have about the search you obtained, the Practice File, or the service you received?

3/5/84
/sag

ERIC CLEARINGHOUSE FOR SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION

855 BROADWAY, BOULDER, COLORADO 80302
(303) 492-8434

MEMORANDUM

TO: Boulder Valley School District Educators

FROM: The ERIC Clearinghouse for Social Studies/Social Science Education

RE: Free Computer Search of the National Education Practice File

DATE: January 31, 1984

The Educational Resources Information Center (ERIC) Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) in Boulder is one of 16 clearinghouses in the ERIC system. ERIC is a national information system which provides access to all kinds of educational literature and materials through a computer storage and retrieval system (see enclosed brochure).

During the past year, the ERIC system has established a National Education Practice File. This file includes practice oriented materials (e.g., teaching modules, classroom activities, games, administrative guidelines) selected for use by school-based educators: teachers, principals, counselors, etc. All are suitable for immediate application in the classroom or school site. Currently, the file contains about 16,000 documents in all areas of education.

To acquaint educational practitioners in Boulder Valley Schools with this timely collection of practical materials, we are offering free computer searches to BVSD educators between February 15 and April 30, 1984.

All BVSD administrators, faculty, and staff may obtain a free customized computer search of materials in the ERIC practice file by submitting the enclosed search request form, calling our staff, or coming to our offices. You will receive a computer printout containing bibliographic information and abstracts of all materials available on your search subject (see enclosed printouts from sample searches). These materials will be locally available to you on microfiche at our ERIC resource center, Norlin Library on the University of Colorado campus, or at several locations in the Denver metro area. A complete list of local ERIC microfiche collections as well as paper copy ordering information will be included with your printout.

Is there a catch? Not really. All recipients will be asked to return a short postage paid evaluation reply card. In addition, some may be asked to respond to a brief telephone interview on the usefulness of the search.

We hope you will take advantage of this opportunity.

/caec

REQUEST FOR COMPUTER SEARCH SERVICES OF THE NATIONAL EDUCATION PRACTICE FILE

A free computer search of the ERIC National Education Practice File may be ordered by (a) coming to our office at 855 Broadway in Boulder, (b) telephoning one of the staff members listed below at 492-8434, or (c) mailing this request form.

You will need to provide: NAME, ADDRESS, BEST CONTACT PHONE NUMBER, and a DETAILED DESCRIPTION of the topic to be searched. This description should include grade level(s), type of materials desired (e.g., curriculum guides, learning activities, study units, bibliographies, games) and definitions of any terms that have special meaning to you. In the case of written requests, underline key words.

Sample Problem Statement:

I would like a computer search of math games, puzzles, or learning activities for grades 4-6 (particularly grade 5) in order to help my students improve their computation skills.

I would like a computer search of the National Education Practice File on:

Name _____

Position _____ School _____

Address to which search printout to be sent _____

_____

_____

Best contact phone number _____. Date _____

For additional information or telephone orders, phone Leslie Hendrikson, Regina McCormick, Lynn Parisi, or Sheryl Robinson, ERIC/ChESS, 492-8434.

Mail this form to: NEPF SEARCH
ERIC/ChESS
855 Broadway
Boulder, CO 80302

SAMPLE: COMPUTER SEARCH PRINTOUTS

Three sample searches were conducted of the ERIC Practice File database on the following topics: (1) math games suitable for fifth graders, (2) evaluations of educational software, and (3) discipline guides for use by secondary school administrators.

The citations below, taken from these three sample searches, are examples of the information you will receive as the result of your computer search. Information include the ERIC identification number, bibliographic information, availability, and a brief abstract.

(1) Math Games

ED231650 SE042181
Pebble Puzzles. A Source Book of Simple Puzzles and Problems.
Gibbs, William M.
Solomon Islands Teachers Coll., Honiara. Curriculum Development Centre.
May 1982 102p.; Marginal legibility on some pages. For related document, see SE 042 180.
Available from: Mr. William M. Gibbs, Solomon Islands Teacher College, P.O. Box 1, Honiara, Solomon Islands.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: Solomon Islands
Journal Announcement: RIENOV83
This booklet is a collection of puzzles, games, and investigations. All that children need are some stones or shells, on some of which they must write numerals. For playing with the whole class, the game or puzzles may be marked out on the floor or in sand; in that case, larger objects such as small rocks and empty tins may be used. Children are encouraged to use an experimental, trial-and-error approach at first, but the goal is to develop solution strategies. (MNS)
Descriptors: *Educational Games; Elementary Education; *Elementary School Mathematics; Investigations; *Learning Activities; Manipulative Materials; Mathematical Enrichment; *Mathematics Instruction; Number Concepts; *Problem Solving; *Puzzles

(2) Computer Software

ED232822 IR020010
Nouns/Pronouns. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
Jan 1983 2p.; In its: MicroSIFT Courseware Evaluations (1-87), 1982. See ED 226 765.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEDEC83
THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: 3.3. PRODUCER: Hartley Courseware, Inc., Box 431, Dimondale, Michigan 48821. EVALUATION COMPLETED: January 1983 at the North Clackamas School District, Milwaukie, Oregon, and at Northwest Regional Educational Laboratory, Portland, Oregon. COST: $32.95. ABILITY LEVEL: Grades 3 through 6. SUBJECT: Language. TOPIC: Parts of Speech. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: Apple II, 48K, 1 disk drive, monitor, printer (optional). REQUIRED SOFTWARE: Applesoft, DOS 3.3 or 3.2. INSTRUCTIONAL PURPOSE: Standard instruction, assessment. INSTRUCTIONAL TECHNIQUES: Instructional management, authoring, drill and practice, tutorial. DOCUMENTATION AVAILABLE: In program--student's instructions. In supplementary materials---suggested grade/ability level(s), instructional objectives, program operating instructions, and teacher's information. INSTRUCTIONAL OBJECTIVES: (STATED) To provide drill and practice on recognition of common and proper nouns, possessives; nouns and pronouns; noun plurals; and identification of pronouns and antecedents. The objectives are more precisely stated in the manual. INSTRUCTIONAL PREREQUISITES: (INFERRED) The student should have some prior instruction to the objectives. A student planning option is available to assess the student's progress. CONTENT AND STRUCTURE: The package covers identification of nouns, plural nouns, possessives, identification and use of pronouns and pronoun antecedents. The student is presented with a stimulus and inputs a choice of a, b, or c, or a word. The package includes a record keeping option with printing capability. Also included is a create-a-lesson format. POTENTIAL USES:

BEST COPY AVAILABLE

(continued on next page)

this package is most appropriately used with individual students for remedial, standard instruction or enrichment. MAJOR STRENGTHS: the presentation of the material is very logical. The program allows for alternate ways of answering the questions and gives immediate feedback. The capability for the teacher to author appropriate materials for students is a real plus By following directions in the program and reading the documentation carefully, the process is very easy. Modifications to any existing lesson can also be made. The record keeping for students is a strong point in that it tells not only how many were missed, but exactly what was missed. MAJOR WEAKNESSES: The rewards are not particularly exciting, and would seem not to be a motivator in themselves. In places, the screen is somewhat crowded due to the larger lettering. EVALUATION SUMMARY: The evaluators indicated they would use or recommend use of this package with little or no change. (Author)

Descriptors: *Computer Assisted Instruction; Computer Managed Instruction; *Computer Programs; Drills (Practice); Elementary Education; Grammar; Microcomputers; *Nouns; *Pronouns

Identifiers: Apple II; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

(3) Secondary School Disciplines

ED209774 EA014238

Effective Strategies for School Security.

Blauvelt, Peter D.

National Association of Secondary School Principals, Reston, Va.

1981 82p.

Report No.: ISBN-0-88210-129-3

Available from: NASSP, 1904 Association Drive, Reston, VA 22091 ($5.00; orders totaling $15.00 or less must be accompanied by payment).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: BOOK (010); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEAPR82

This handbook offers administrators specific advice on developing the skills, knowledge, and techniques needed for coping with problems of school crime and violence. The guide begins by advising administrators that having security information available at all times helps determine the climate of the school. Instructions are given for preparing written security reports. In addition, a standard category of offense code and an incident reporting form are provided. The remainder of the handbook deals with the following specific types of violence or vandalism: arson, assault, bomb incidents, burglary, drugs/narcotics/alcohol, extortion, larceny/theft, robbery, sex offenses, trespassing, vandalism, and weapons. The offense is defined, subcategories listed, and prevention strategies, response procedures, and investigative techniques provided in the form of a checklist of instructions. The concluding chapter deals with hostage/terrorist/childnapping and search and seizure. Reference materials and a bibliography are included. (MLF)

Descriptors: *Administrator Guides; Administrator Responsibility; Change Strategies; Discipline Problems; Drug Use; Elementary Secondary Education; *Emergency Programs; Fire Protection; Improvement; *Prevention; Records (Forms); *School Safety; *School Security; *School Vandalism; Stealing; Violence

Identifiers: Incident Reporting

ED217521 EA014646

Handbook for Alternatives to Corporal Punishment. Special Student Concerns.

Saint Louis Public Schools, MO. Office of Special Student Concerns.

[Feb 1982 144p.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Missouri

Journal Announcement: RIENOV82

This compilation of disciplinary strategies was put together to help Saint Louis (Missouri) Public Schools teachers and administrators explore ways to deal with inappropriate, unacceptable, or disruptive student behavior without using corporal punishment. The district had earlier officially discontinued the use of corporal punishment. The manual's first three sections discuss the issue of corporal punishment, methods of effective classroom management, and the classroom environment's effect on student behavior. Each of the next nine sections describes and discusses a disciplinary strategy and suggests how to implement it. The strategies covered include assertive discipline, detention, use of reinforcement and punishment, behavior contracts, use of support services personnel, parent involvement, the social discipline model, group process techniques, and working with individual students. Section 13 presents a small booklet of pointers on classroom discipline. Suggested readings are provided in section 14, as well as at the end of several of the topical sections. The manual's concluding pages briefly describe the district's Office of Special Student Concerns and tell district personnel how to request its assistance. (RW)

Descriptors: Behavior Change; Classroom Techniques; Corporal Punishment; . *Discipline; *Discipline Policy; Elementary Secondary Education; *Methods; *Punishment; Student Behavior; Student Teacher Relationship

Identifiers: *Alternatives to Corporal Punishment

NATIONAL EDUCATION PRACTICE FILE

Interview Questions for Clearinghouse Staff

1. What is your general view of the operation of the National Education Practice File?

2. Have you searched the Practice File? If yes, press on the usefulness of the output.

3. What is your view of the kinds of materials that are going in to the Practice File?

4. Describe what has happened in your clearinghouse concerning acquisitions arrangements and practice file materials. Try to probe on whether acquisitions arrangements have improved/been broadened.

5. When the Practice File project is completed, do you plan to continue submitting Practice File type documents to the Data Base? Explain.

6. What is your view of your working relationship with SMERC on the Practice File project? Probe for how SMERC staff handled themselves during the course of the project.

7. How well do you feel you cooperated with SMERC staff during the Practice File project?

8. Ask for any other feedback that may not have been covered.

/caec
4/26/84

COMPUTER SEARCHER CHARACTERISTICS AND VIEWS

1. How long have you worked with the organization? _____

2. How long have you been doing ERIC searches? _____

3. How many ERIC searches do you do a week? _____

4. What is the average number of minutes you spent per Practice File search? _____

5. What is your educational background?

6. What is your previous work experience?

7. Do you usually use Lockheed, BRS, or SDC to do ERIC searches? If more than one, explain. Explain why you use particular vendor.

8. What other data bases do you search?

9. How long have you been doing computer searches of these data bases?

10. What formal training have you had to do computer searches?

11. Is is easy to search the Practice File? Explain.

12. In terms of the requests that you receive, do you think the documents in the Practice File are relevant and useful? Explain.

13. Do you think that the journal compilations and full text documents are useful to clients? Explain.

14. What kinds of documents would you like to see included in the Practice File that did not come out in your searches? Why?

15. Are any new data elements needed in the bibliographic citations of the Practice File? Offer possibilities and explain.

16. Do you think the Practice File should be kept separate from the ERIC file? Why? Why not?

17. Would your organization be interested in purchasing the Practice File, if it were to become available using some new, relatively inexpensive technology? Interviewer elaborates.

18. Do you have any other comments or suggestions?

PROCESSING PERSONNEL INTERVIEW QUESTIONNAIRE

1. From your own perspective what policy decisions have had the most impact on the processing operation?

   --Policy decisions by NIE: How have these affected you?

   --Policy decisions by SMERC staff: How have these affected you?

2. What is the cost of processing each of the following types of documents?

   --Full text documents_____

   --Journal compilations_____

   --Other documents_____

3. What is the number of new sources of documents that came about during the project? (new organizations written to/actual number of responses)

4. What are the types of organizations that provided new sources of documents?

5. What is your assessment of the cooperation of each type? Explain.

6. What is your assessment of the cooperation of already established sources for obtaining documents? Explain.

7. Please comment on any difficulties related to the three document types.

	Journal Compilations	Full Text	Other
Reproducibility			
Cataloging			
Indexing			
Abstracting			

8. Please comment on any difficulties in assigning the target audience data element.

9. What difficulties did you have in using the criteria for selection for full text documents?

10. Please comment on the advantages/disadvantages of abstracting Practice File documents versus abstracting documents for RIE.

11. Please comment on your perception of the overall quality of Practice File Documents.

12. Please comment on your perception of the cooperation from other clearinghouses on the Practice File project.

13. Based on your experience with the Practice File, what recommendations do you have for changes in the ERIC Processing Manual?

14. Do you have any other comments or observations?

/caec
5/8/84

TARGET AUDIENCE

Audience	Number of Documents Assigned This Audience	Percentage of Total Documents Carrying This Audience
Administrators	152	13.06%
Community	57	4.90
Counselors	26	2.23
Media Staff	40	3.44
Parents	58	4.98
Policymakers	39	3.35
Practitioners	1065	91.49
Researchers	1	.09
Students	175	15.03
Support Staff	19	1.63
Teachers	566	48.63
	2198	

$$\frac{\text{Number of Target Audience Assignments}}{\text{Number of Documents}} = \frac{2198}{1201} = 1.83 \text{ Audiences Assigned Per Document}$$

LEVEL OF AVAILABILITY

LEVEL	NUMBER OF DOCUMENTS	PERCENTAGE
1	1025	85.35%
2	176	14.65%
3	0	0
	1201	100.00%

MICROFICHE

Number of Microfiche	Number of Documents Requiring this Many Microfiche	Percentage of Total Documents
1	1093	91.01%
2	72	6.00
3	19	1.58
4	4	.33
5	7	.58
6	2	.17
7	2	.17
8	0	0
9	0	0
10	1	.08
11	1	.08
	1201	100.00%

PAGINATION

Pages Per Document	Number of Documents	Percentage
1	81	6.74
2	99	8.24
3	156	12.99
4	61	5.08
5	67	5.58
6	35	2.91
7	22	1.83
8	31	2.58
9	28	2.33
10	16	1.33
11	27	2.25
12	26	2.16
13	15	1.25
14	14	1.17
15	11	.92
16	20	1.67
17	15	1.25
18	13	1.08
19	13	1.08
20	11	.92
21	8	.67
22	4	.33
23	10	.83
24	13	1.08
25	6	.50
26-50	165	13.74
51-75	92	7.66
76-100	39	3.25
> 100	103	8.58

Publication Type

Code	Type	Number of Documents Assigned This Type	Percentage of Total Documents Assigned This Type
010	Books	0	0
020	Collected Works - General	12	1.00
021	Conference Proceedings	3	.25
022	Serials	91	7.58
030	Creative Works	0	0
040-043	Dissertations	0	0
050	Guides - General	13	1.08
051	Instructional Materials (For Learner)	162	13.49
052	Teaching Guides (For Teacher)	445	37.05
055	Guides - Non-Classroom	289	24.06
060	Historical Materials	0	0
070	Information Analyses	34	2.83
071	ERIC IAP's	89	7.41
080	Journal Articles	154	12.82
090	Legal/Legislative/Regulatory	15	1.25
100	Non-Print Materials	1	.08
110	Statistical Data	1	.08
120	Opinion Papers	68	5.66
130	Reference Works - General	14	1.17
131	Bibliographies	52	4.33
132	Directories/Catalogs	15	1.25
133	Geographic Materials	5	.042
134	Vocabularies	1	.083
140	Reports - General	2	.167
141	Project Descriptions	183	15.24
142	Evaluative/Feasibility Reports	34	2.83
143	Research/Technical Reports	14	1.17
150	Conference Papers	34	2.83
160	Tests	13	1.08
170	Translations	1	.083
		1745	

$$\frac{\text{Number of Pubtype Assignments}}{\text{Number of Documents}} = \frac{1745}{1201} = 1.45 \text{ Pubtypes Per Document}$$